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ABSTRACT

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members or candidates in school board elections on the role and function of school board members and on the programs, services, and staff of the state school board association. Access to information and resources useful to board members is also treated. The manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshop; a selection of resource materials; and a booklet for workshop participants. The discussion of planning covers the focus and scope of the workshop, familiarization with relevant materials, and grouping of workshop participants. The presentation section includes sequential descriptions of workshop activities, leader focuses for each activity, and instructions for conducting those activities. The resource materials provided include two papers on the reasons behind and methods for presenting workshops on school board functions, a manual on a state public education system, answers to 15 questions commonly asked by board candidates, sources of additional information, and masters from which transparencies can be reproduced for projection at the workshop. (Except for the papers, these materials must be adapted for use outside Washington State.) (Author/PGD)

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What Do School Boards Do?

Keys
to
School
Boardsmanship

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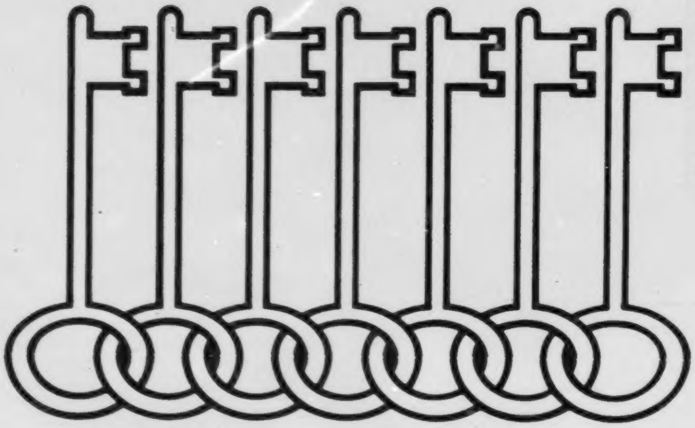

A Program of Continuing Education for School Board Members

EA 015 210

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue · Portland, Oregon 97204

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These materials have been produced as part of "Keys to School Boardsmanship," a project to develop new materials in boardsmanship education for local school board members. It is a joint effort among:

- The Association of Alaska School Boards
- The Idaho School Boards Association
- The Montana School Boards Association
- The Oregon School Boards Association
- The Washington State School Directors' Association
- The National School Boards Association
- The Northwest Regional Educational Laboratory

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KEYS TO SCHOOL
BOARDSMANSHIP

Northwest
Regional
Educational
Laboratory

What Do School Boards Do?

A Manual for Workshop Leaders

WHY DO YOU WANT TO BE A SCHOOL BOARD MEMBER?
WHAT'S YOUR STAND ON BUSING ?
ARE YOU IN FAVOR OF TAX CREDITS ?

Developed by
Ray Jongeward, Ed.D.

Northwest Regional
Educational Laboratory

KEYS TO SCHOOL
BOARDSMANSHIP

Prologue:

This manual is one in a series of thirteen developed by the Northwest Regional Educational Laboratory (NWREL) as part of the "Keys to School Boardsmanship" project.

The workshop programs resulting from the project are intended to help strengthen local school boards through continuing education.

The workshops in the series have been thoroughly tested by NWREL staff and by the staff of state school board associations in Alaska, Idaho, Montana, Oregon and Washington. These programs have been found to be extremely useful as tools for strengthening continuing education services to school board members.

The "Keys to School Boardsmanship" materials are now being published and distributed by the National School Boards Association (NSBA). In addition, the NSBA is developing a national center designed to assist state associations to make the best use of the material.

Thirteen manuals in the series now available from NSBA include:

- Board/Administrator Relations
- Building Bridges: School Board Political Roles
- Communicating with the Community
- Conflict: Alternatives to Blowing a Fuse
- Effective School Board Meetings
- The Educational Management Team
- Policy Development
- Policy is Power
- Program Evaluation: School Board Roles
- What Do School Boards Do?
- School Board Self-Assessment
- School Improvement: A Tune the School Board Can Play
- Teamwork: The Board and Superintendent in Action

WHAT DO SCHOOL BOARDS DO?

SECTION 1: INTRODUCTION

The materials in this manual are designed to help workshop leaders prepare for and present the workshop on What Do School Boards Do?

Purpose and Rationale

This workshop has as its focus people who are in the process of running for election to the school board, as well as those who are deciding whether to run. These materials are equally useful for the introduction and orientation of new school board members. The only adjustment necessary is addressing participants as school board members rather than candidates. The goals and objectives are the same.

The basic purpose is to provide accurate, factual information about the role and function of school board members and access to additional resource helps. An important but secondary purpose of these materials is to introduce potential school board members to the programs, services and staff members of the state school board association.

This workshop is especially timely since interest in becoming a school board member seems to be growing. Its purpose is to provide helpful information and access to additional resources. It is NOT the purpose of this workshop to assist candidates with techniques of campaigning.

Goals and Objectives

o To provide candidates/new members for school boards with general background information about education in their state, the resources available for added information, and broad insights into the functions of school boards

1. Become more aware of how education is organized within the state and who the major actors are

2. Recognize that school board members have at least four functions in the performance of their duties and responsibilities

3. Realize the influence of state and federal legislation on local boards

4. Gain insight into the local board operation to learn that much responsibility for the quality of the local school district rests with local board members and their attitude, knowledge, skill and wisdom

5. Become aware of the state school boards association as an organization which is staffed to assist school board members with general information, resources for training, policy development, public relations, labor negotiations, etc.

6. Provide an opportunity for participants to get answers to their questions about school boards and education within the state

Organization of the Manual

The six sections of this manual have been designed specifically to help you in planning and presenting the workshop for What Do School Boards Do? Following this introductory section you will find sections entitled:

Section 2:	Planning the Workshop
Section 3:	Presenting the Workshop
Section 4:	Evaluating the Workshop
Section 5:	Resources
Section 6:	Participant Packet (Sample)

Since the information required for this workshop is state-specific, many of the materials contained in this manual can only serve as models or examples. You will need to adapt them from these guidelines to your own state situation by supplying pertinent information that is unique to your own state.

WHAT DO SCHOOL BOARDS DO?

SECTION 2: PLANNING THE WORKSHOP

As you plan the What Do School Boards Do? workshop, you will need to consider several issues and make many choices. Discussed in this section are the following issues:

- Determining the scope and focus of the workshop
- Becoming familiar with suggested materials and adapting them, workshop procedures and resource materials
- Physical arrangements
- Grouping participants
- Preparation and adaptation of materials
- Equipment needs

In the remainder of this section you will find suggestions and helps as you consider and make decisions about these issues and develop your own workshop plan.

Scope and Focus

This is a compact, two-hour awareness workshop. The focus of it is on providing basic information about school board functions and education in your state, assessing additional resources, and giving an opportunity to interact with others and to ask questions.

The activities and materials for this workshop are relatively short; as such, they need to be well planned to produce a hard-hitting effect. Since both local and state school board association officers are to be involved, care in their use is vital. The role expected from each one needs to be very clear, and if possible, a prior briefing session should be provided to review these expectations. You want to make certain the association presents its "best image" to potential or new members.

Becoming Familiar With Workshop Materials

In Section 5, you will find two background papers that will help you gain insight into and perspective on this workshop on What Do School Boards Do? You will want to read them. They are:

- "Why a Workshop for School Board Candidates?"
  A Rationale Paper by Ray E. Jongeward
- "A Workshop Strategy Paper"
  by Ray E. Jongeward

There are three other resource helps included here:

- A set of transparencies entitled "Education in Our State"
- A manual for new school board members and prospective ones: "More Than a Meeting"
- A 15-question-and-answer set of materials called, "What Candidates Want to Know About Being a School Board Member--And Weren't Afraid to Ask."

These sets of materials will serve as helpful guidelines but will need to be adapted to fit your own state. Ideas for their modification are often provided. Obviously, you will need to study them and decide whether or not to use/modify them for your own workshop.

Section 3 (Presenting the Workshop) provides a detailed outline for actually conducting and presenting the workshop on What Do School Boards Do?

Reviewing Workshop Procedures

Section 3 begins by presenting an agenda for the workshop showing estimated time (on left) for each activity and the materials (on right) that are needed for the event. Following this workshop overview, each workshop activity is introduced by name, a statement of purpose in the Leader Focus and times required and materials needed in the left and right margins. The following example illustrates this format.

TIME		MATERIALS
55 min.	Activity 3: Exercise--What Do School Boards Do? Leader Focus: This is a four-part experience to help school board candidates gain insight into the role and responsibility of the local school board.... o Procedures	Participant Packet

Each activity is framed between solid lines to help identify when activities end and begin. Participant materials are contained in an inexpensive folder with pockets. This is a preferred way of handling materials for this workshop because they are of odd shapes and sizes and cannot easily be stapled into a booklet. The exact content, of course, can only be determined when you have decided upon which activities will constitute the workshop.

Physical Arrangements

Two basic considerations are important when determining the physical arrangements for this workshop. First, transparencies are used; therefore, ease in viewing them is important. Second, a major workshop activity requires small group interaction. Participants are most at ease and participate actively when they are seated around tables in groups of five to eight people. The simulation exercise forms these small groups into "working school boards" in order that they gain greater insight into actual roles school board members play in real life.

This grouping arrangement also enables the workshop leader to circulate freely among the tables, answering questions and keeping the groups on task.

Grouping Participants

If round tables that seat five to eight people have been obtained for the workshop the grouping of participants is no problem. Simply allow participants to randomly fill the spaces at the tables. It may be necessary for you to ask groups of only two or three people at a table to join another small group in order to form a group of five to eight.

It is important to approximate the actual size of a school board for the simulation exercise.

If school administrators attend the workshop, they have the option of joining a "board" group (being careful not to dominate the action) or observing from the sidelines—whichever makes them feel comfortable!

The workshop easily accommodates groups as small as 5 and those well over 100.

Preparation and Adaptation of Materials

As indicated earlier, the materials needed for the workshop on What Do School Boards Do? will be determined by which activities are included. Conversion of some of these is necessary to conform to the uniqueness of your own state. Reviewing the proposed agenda shows the following activities will need modification:

- Education in Our State--Use the transparency outline but substitute information pertaining to your state.
- If "More Than a Meeting" booklet is to be used, the general format and topics are usable; however, your state information will need to be inserted.
- State school board association information regarding programs and services available will need to be tailored to those provided by your state association.
- What Candidates Want to Know About Being a School Board Member--And Weren't Afraid to Ask. Check each question to determine the accuracy of the answer for your state--especially see questions 7, 12 and 15.

While adapting these materials is not a huge task, time for gathering the needed information and for reproducing sufficient copies for participants in the workshops is required.

Equipment Requirements

The only equipment needed for the workshop on What Do School Boards Do? is an overhead projector and screen (or wall). A spare bulb for the projector is also a wise precaution.

WHAT DO SCHOOL BOARDS DO?

SECTION 3: PRESENTING THE WORKSHOP

To the Leader:

Few workshops have been held for citizens who plan to run for a position on the local school board. Here is one that does! This workshop attempts to walk that fine line between (1) too much detail and superficiality, (2) abstract views of school boards and stark reality, and (3) scare tactics and encouragement to run. Emphasis is on orientation to the business of school boards, providing accurate information and identifying available resources.

This is not a forum for citizens to vent, complain or get on their soapboxes. Its purpose must be made clear, i.e., to provide information and access to resources. The workshop design anticipates the need for citizens to get answers to their specific questions. The question sheet distributed at the beginning of the session provides for this important element. Care must be exercised by the leader and panel members to address all (legitimate) questions during the answer period. The leader needs to be in control throughout this session in order to stay within a two-hour time limit. Keep the activities moving and participants on their subjects within the time limits.

Materials used in this workshop are specific to Washington State, where they were first used. To make the workshop appropriate to your state, materials from the state department of education or other sources will be needed to make it specific for your state. Provided here are examples of the types of information that may be used.

This workshop on What Do School Boards Do? focuses on the roles school board members play and the information and resources that will help them become an effective candidate/member. Included in the workshop are the following:

- A brief overview of education in our state
- A simulation exercise: "What Do School Boards Do?"
- An explanation of the programs and services available from the state board association
- Questions (and answers) new board members often ask
- Sources of additional information
- Opportunities to ask questions

The workshop plan is shown below, along with estimated times and resources needed for each activity.

WHAT DO SCHOOL BOARDS DO?

TIME		MATERIALS

Total Time:
2 hours

10 min. Activity 1: Open the Workshop

Leader Focus: The purpose of this activity is to take care of all essential details required to start the workshop--welcome, introductions, explaining the purpose of the question sheet and reviewing the purpose for the meeting/agenda.

- Utilizing association officers, have them welcome participants, make needed introductions, explain question sheet.
- Refer to meeting packet for question sheet and agenda.
- Explain the purpose of the workshop as follows:

  The purpose of this workshop is to provide candidates/new members for school boards with general background information about education in their state, the resources available for added information, and broad insights into the functions of school boards.

  Specific objectives are to:

  - Become more aware of how education is organized within the state and who the major actors are
  - Recognize that school board members have at least four functions in the performance of their duties and responsibilities
  - Realize the influence of state and federal legislation on local boards
  - Gain insight into the local board operation to learn that much responsibility for the quality of the local school district rests with local board members and their attitude, knowledge, skill and wisdom

TIME MATERIALS

- Become aware of the state school boards association as an organization which is staffed to assist school board members with general information, resources for training, policy development, public relations, labor negotiations, etc.
- Have opportunity for participants to get answers to their questions about school boards and education within the state

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15-20 min.

Activity 2: Education in Our State

Trans. SC 1-13

Leader Focus: The set of transparencies used to help participants "Understand Education in Our State" were prepared for that precise purpose. (Information from your own state will need to be substituted here.) Information revealed by a recent Gallup Poll shows the typical citizen knows very little about education in his/her community and state, or in the nation. This brief overview can only mention a few of the important facts and figures. However brief, one desirable outcome is for candidates/new members to become more motivated to learn, to delve more deeply into information about education and to become more highly informed.

A list of the transparencies follows:

Understanding Education in Our State	Trans. SC 1
300 Local Districts--1500 Board Members	Trans. SC 2
760,000 Students in 1980-1990	Trans. SC 3
$2 Billion Investment	Trans. SC 4
Education is Big in Washington State	Trans. SC 5
How Education is Organized	Trans. SC 6
Professional Organizations	Trans. SC 7
Employee Groups	Trans. SC 8

TIME		MATERIALS
	The Education Management Team	Trans. SC 9
	How Dollars Are Spent	Trans. SC 10
	Who Pays the Bill?	Trans. SC 11
	The School Board Arena	Trans. SC 12
	School Boards Operate in a Fish Bowl!	Trans. SC 13

> Helpful Hint: The information on these transparencies can become even more meaningful if data from national sources are also shown. Comparisons are then possible to reveal where your state ranks with others in the nation.

o UNDERSTANDING EDUCATION IN OUR STATE — Trans. SC 1

As workshop leader, say:

— The following transparencies have been prepared to give a very brief review of what education is like in our state. It may cover some things you already know but quite likely some things unknown to you.

Evidence from a recent Gallup Poll indicates that the average citizen knows very little about education in his/her community, state or nation. This brief sketch may help you gain a few new insights into education in our state.

o 300 LOCAL DISTRICTS — Trans. SC 2

As leader, say:

— Consolidation efforts over the years have reduced the number of school districts to 300. With one exception all districts have five board members. Seattle has seven members. That means we have approximately 1500 board members serving their school districts in our state.

— There are:

85 districts with over 2,000 students

45 districts with 1,000-1,999 students

54 districts with over 500-999 students

116 districts with below 500 students

o 760,000 STUDENTS — Trans. SC 3

As leader, say:

— We continue to be a growing state. Projections show that enrollments will climb slowly during the early part of 1980 but will accelerate during the last part of the decade. Less than half of the people in the typical community have children in school at the present time.

o $2,000,000,000 INVESTMENT — Trans. SC 4

As leader, say:

— In many communities, especially smaller ones, education may be the largest business and employer. The annual state expenditure makes...

o EDUCATION IS BIG IN WASHINGTON — Trans. SC 5

As leader, say:

— Education is big in our state

$2 billion in state expenditures

35,000 teachers

300 districts

1,500 school board members

o **HOW EDUCATION IS ORGANIZED** Trans. SC 6

As leader, say:

— As a locally elected official you are in politics! In addition to carrying out your duties as a local school board member you have the responsibility to elect state board of education members (unique among the United States) and Education Service District Board members. Other elected officials and their roles are shown on the transparencies.

o **PROFESSIONAL ORGANIZATIONS** Trans. SC 7

As leader, say:

-- Educators organize themselves in a variety of ways. One is for professional growth and advancement. These organizations are voluntary and meet more or less frequently depending upon the strength of their respective groups. Many of these conduct inservice education programs for their members.

o **EMPLOYEE GROUPS** Trans. SC 8

As leader, say:

-- Teachers have organized themselves into an association—sometimes referred to as a "union." In Washington State there are no American Federation of Teachers (AFT) groups, only the Washington Education Association and its local units. Classified employees, janitors, bus drivers, cafeteria workers, etc., also have organized union groups to represent them. Again, in Washington State there are at least 23 such groups.

School boards must (according to a 1972 Washington State law) negotiate annually with these groups in order to agree upon working contracts. Negotiation is a local responsibility and may be accomplished by using district staff or by employing a trained negotiator supplied (under contract) by your state school board association.

o **THE EDUCATION MANAGEMENT TEAM** Trans. SC 9

As leader, say:

— A growing trend is for board members, administrators and principals to work closely together in what may be called a "management team." Especially at the state level representatives of these three groups meet frequently to discuss mutual problems, develop legislative programs, etc.

Some local districts also choose to organize themselves in this manner in order to share responsibilities in a team effort.

o **HOW THE DOLLARS ARE SPENT** Trans. SC 10

As leader, say:

— Though individual district costs vary, state averages fall within these percentages.

75-85%	Salaries and other costs (books, supplies, media, etc.) related to curriculum and instruction
12%	Heat, light, water, sanitation, etc.
3%	Administrative costs
	Other--reimbursements, school lunch, driver training, etc.

Budgets are prepared by district administrators and must be approved by the local board in public meetings.

o **WHO PAYS THE BILL** Trans. SC 11

As leader, say:

— Financing of schools is a very complex subject and opportunities to become more informed are regularly provided board members and administrators.

In Washington State, the Legislature has defined "basic education" and has agreed to provide state money to support these identified items based on complex formulas. Unfortunately, insufficient funds have been available so that actually approximately 85-86% of "basic education" has been funded.

Other state funds, categorical in nature, are also available, e.g., vocational education, transportation, etc.

A small amount, less than 10%, comes from federal sources for such things as special education, school lunch support and other special programs.

A limited local levy may also be asked of citizens but cannot be used to pay or increase teacher's salaries.

o **THE SCHOOL BOARD ARENA** Trans. SC 12

As leader, say:

— This picture illustrates the public arena in which school boards serve. Local control does exist, however, and must take into consideration, state and federal laws, state rules and regulations and court rulings when making local decisions.

o **SCHOOL BOARDS OPERATE IN A FISH BOWL** Trans. SC 13

As leader, say:

— One important reason America has become a great nation is its free, public education system! Our forefathers wisely decided that universal education was to be available to all citizens, rich or poor.

The local school board forms a strong bulwark in our democracy. It is a demanding job but essential if we are to continue to enjoy freedom. The public school with its problems and deficiencies is the best educational program yet devised and the envy of the world.

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55 min. **Activity 3: Simulation Exercise--What Do School Boards Do?**

Leader Focus: "What Do School Boards Do?" is a four-part experience to help school board candidates/new members gain insight into the role and responsibility of the local school board.

Four typical situations are presented to groups of five to eight people who have been grouped to represent a school board. Alternative solutions to each situation are shown from which participants are expected to make their own choice. Each person shares his/her response with the other "members of the board," with reasons why this response seems best. Short discussions follow. The workshop leader closes the discussion by giving the "preferred response" and the rationale for it in a brief lecturette. The procedure is repeated for each of the four situations.

Situations 1 and 2 deal with local school district matters that are often covered by a locally developed policy. Situation 3 involves state laws and regulations while Situation 4 has federal implications. These situations were chosen to reflect the four functions of a school board and the arena in which it operates (see Transparency SC 12).

The purpose of this exercise is to help school board candidates/new members become more aware of the typical situations faced by local boards of education and the possible consequences of their choices.

- What Do School Boards Do (simulation exercise)

1. Use a few introductory comments, e.g., "There are several ways to learn about what school boards do. You may talk with a board member, read about it, listen to someone explain what they do. Perhaps the best way is to actually 'experience' what it is like. This exercise 'simulates' four typical situations in which a board may become involved."

2. Arrange people into groups of five to eight.

3. Arbitrarily appoint one member the chairman, e.g., the person sitting on the northwest corner of the table or the person whose birthdate is nearest this date.

4. You may wish to ask, "What is the role of the chairman?" as an added feature of this exercise, i.e., be a facilitator.

5. Distribute booklet (or select from packet) asking that they do not start or open it until you give a few more instructions.

Participant Packet

6. Explain the purpose of the exercise, which is to help gain insight into:

   -- The range of functions school boards perform

   -- The arena in which school boards operate

   It was designed to:

   -- Describe realistic board situations

   -- Actively involve all participants

   -- Show that honest differences often exist among board members

   -- Demonstrate that to make a decision, individual preferences may have to be modified

Downplay emphasis on the "right" answer. In any real situation, much more information would be available and other forces would be at work that would influence the final decision.

7. Focus attention on such things as:
    - Were there differences of opinion? Why?
    - What other information would you want in order to make a good decision? Where would you get it? Who would supply it?
    - What were your feelings during the discussion and decision-making process?

8. Move easily from one situation to another--allowing sufficient time for discussion at each "board group." Encourage participants not to "crib" by looking at the "suggested" response until the leader tells them to do so. Play the game!

9. When all four situations are completed, use the summary transparency to illustrate the functions and the arena in which boards operate. Answer specific questions and ask for feelings about the reality or procedures used in the exercise?

Trans. SC 14

10. Move quickly into the Four Functions paper in order to capitalize on interest stimulated during the exercise.

- Information used in the paper, "Four Functions of the School Board," is based on Ben Brodinsky's booklet published by Phi Delta Kappa entitled: "How a School Board Operates" (Fastback #88, 1977). While there are many different ways to describe the functions school boards perform, Brodinsky's writings are clear and to the point.

o Take time to walk briefly through the paper with the group--highlighting a few specifics as you go. Distributing it without comment relegates it to the "read sometime" category and will be read by very few people. (Note: This paper can serve as an introduction to the exercise "What Do School Boards Do?" or be used to summarize the exercise.)

o The simulation exercise you have just completed provided you with a brief glimpse into four functions of the school board. Refer to paper in your packet which gives more detail on each of them. We will highlight a few of these as you skim through the paper with me. Participant Packet

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10-15 min. Activity 4: Your State School Board Association

Leader Focus: The purpose of this agenda item is to let candidates/new members know that an organization exists to assist them in becoming an effective school board member. The explanation should be kept brief and to the point to prevent "overkill" or a "hard sell."

o As leader say:

Being a school board member today is more complicated than it was years ago. To help boards to become skillful and to have the information available when it is needed, the state association was born. It provides a wide variety of programs and services that are readily available to all board members. Many of these come to you by virtue of being a member of the association. Others provide special helps and are available on a contract basis.

o Refer to brochure in participant packet Participant Packet

TIME MATERIALS

5-10 min. Activity 5: Sources of Additional Information

Leader Focus: Three resources have been provided for this purpose. First, the "More Than a Meeting" booklet; second, the "Serving on Your Local School Board—A Guide for Candidates"; and third, "Sources of Information About Education in Your District, Region and State." The leader should highlight each one to draw participants' attention to what is contained in each of them.

- The leader may say:

  There are additional resources that have been prepared for you. (Name them.) These materials cover other areas of information you may find helpful and also tell you names and addresses of organizations that can provide more detail should you desire it. (Highlight each publication briefly.)

- Refer to materials in participant packet. — Participant Packet

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20-30 min. Activity 6: What Candidates Want to Know About Being a School Board Member*

*And Weren't Afraid to Ask

Leader Focus: The purpose of the handout is to cover a wide variety of important subjects by giving short, concise answers to them. The questions were derived from candidate and new member meetings, the questions they asked and the seasoned answers of successful members and association staff members. Giving the information to participants prevents the need for lecturing and enables them to have factual information at home when they return. This activity offers a natural lead-in to the question and answer period. Some of the written questions (from the question sheet) no doubt pertain to the ones in this paper. The leader can use this means of answering these questions by referring directly to them. In any case, it is wise to pick out a few and draw attention to them to illustrate the content of the handout. Further questions may be stimulated by this approach.

TIME		MATERIALS
	o As leader say:	
	The material you have before you attempts to cover many complex subjects in a few words. It may answer questions you have or stimulate others. Let's look at a few of them to demonstrate the usefulness of the material.	Participant Packet
	o The question and answer period automatically follows this paper and should utilize all the written questions collected at the beginning of the workshop.	Use the Question Sheets collected from participants
	o Care needs to be exercised not to drag this period out too long. Perhaps 20-30 minutes is the maximum time required. If individuals have additional questions they should be encouraged to ask them after the meeting is adjourned.	

Activity 7: Summary and Evaluation

5 min. **Leader Focus**: Collecting feedback from participants can serve at least two purposes. The first one is to obtain direct evidence about how the workshop was received by those attending. It enables the leader to make specific modifications in the format the next time it is presented.

The second one serves a longer range purpose of the association. As shown in the attached outline, an analysis of the questions raised may be different in various parts of the state. If so, what are these differences? Also, an assessment of the overall workshop design may be obtained by comparing question categories to the agenda items. Further analysis may reveal how questions participants arrived with may have changed at the conclusion of the session. This information may be of interest to the Association in its planning for new school board member orientation sessions during the year.

TIME		MATERIALS
	o Summarize workshop purpose	
	o Ask participants to complete the workshop evaluation found in their packet.	Participant Packet
	o Thank people for attending and adjourn the meeting.	

SECTION 4: EVALUATING THE WORKSHOP

Evaluation of processes and materials has been a built-in feature of this workshop during its development and testing phases. As a workshop leader, you are encouraged to continue evaluating the workshop in order to find ways to improve it or modify it for your purposes.

Testing

Initial testing, carried out by the developers, focused on issues of appropriateness and match. Here, participants were asked to comment on:

- Language used in presentations and materials
- Clarity of objectives for activities
- Relevance of the topic for school boards
- Receptivity of participants to presentation styles, activities and materials

In later stages of development, other evaluation questions were asked of participants. These questions sought to gain feedback for workshop leaders about issues of:

- Adequacy of treatment of the topic
- Time allocations for various portions of the workshop
- Participants' ratings of the effectiveness of workshop leaders' presentations, and of workshop activities and materials

In all, there were 16 presentations of the workshop to 600 school board members and administrators during the development period. The overall average participant rating of the workshop was 6.0-6.5 on a 7 point scale. Your ratings should compare favorably with these. If they do not, evaluation can be effectively used to find out what the problems are.

Why Evaluate?

Continuous participant feedback to you as you present the workshop can be helpful in several ways:

- Personal growth and development--Whether you are new to workshop presentations or a seasoned veteran, participant feedback can be helpful in your personal and professional development. Participant evaluation of your presentation style, of how helpful you were in their learning, of how you handle time and materials can be invaluable to you as a source of growth.

- Adapting the workshop--Participant feedback can give you ideas and suggestions which will be helpful to you in planning future presentations of the workshop. Perhaps more time needs to be spent in one area. Perhaps objectives need to be made clearer. Perhaps participants grew too tired during a two-hour evening presentation. These participant perceptions and feelings will provide information for you to consider as you continuously adapt and modify the workshop in successive presentations.

- Improving materials and activities--Participant feedback will give you clues as to how to improve upon the basic workshop structure and materials. Perhaps you will need to add more specific legal or statutory information about your state. Perhaps you will need to provide a description of the legislative process in your state, or a list of legislators and districts.

Again, participant feedback can be an important basis for decisions like these.

What to Evaluate

An adequate evaluation of a workshop provides you, as workshop leader, the kinds of information you need to determine how well the presentation achieved your objectives. It also gives you an indication of how well the presentation met the needs and expectations of participants.

- Objectives--The objectives of the workshop are stated in terms of knowledge/information which participants are expected to gain, skills they are expected to develop, or attitudes they are expected to have as a result of the experience.

  Evaluation of objectives can involve questions of clarity (Are the objectives clear to participants?), questions of appropriateness or match (Do the objectives meet participants' needs and expectations?) and questions of achievement (Do participants gain in information, skills and attitudes?).

  The first two kinds of questions are relatively easy to assess during the workshop. The third, while very important, is the most difficult to assess.

- Presenter--The skills of the presenter in conducting the workshop is another area for evaluation.

  Questions in this area might focus on the presenter's delivery of lecturettes, helpfulness in workshop activities, knowledge of the subject, and other concerns.

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- Workshop processes--These include the procedures and activities designed to result in learning. Among the workshop processes are lecturettes, small and large group discussions, quizzes and questionnaires.

  Evaluation of these processes involves questions regarding their contribution to participants' understanding, learning and skill development.

Questions for Evaluating This Workshop

The questions below are those included in the participant booklet for evaluation of presentations of this workshop. They represent a comprehensive and adequate set of workshop evaluation questions, speaking to objectives, presenter, and processes.

State School Board Association

WHAT DO SCHOOL BOARDS DO?—WORKSHOP EVALUATION

1. Which workshop did you attend? ______________________________
(Location)

2. What was your overall reaction to the workshop? (Circle rating)

1	2	3	4	5	6	7
very low			average			very high

Comments:

3. What was most valuable to you? ______________________________
____

Why? ______________________________
____

Least valuable? ______________________________
____

Why? ______________________________
____

4. In my view, the presenter(s) for the workshop appeared to be:

a.	Knowledge of Topic	1.	Extremely knowledgeable
		2.	Knowledgeable
		3.	Not knowledgeable
b.	Preparation	1.	Well prepared
		2.	Could use more preparation
		3.	Poorly prepared
c.	Helpfulness	1.	Very helpful
		2.	Somewhat helpful
		3.	Unhelpful

5. How did you learn about this meeting?

_____ Booklet—Serving on Your Local School Board
_____ Poster in county auditor's office
_____ Information from local school district
_____ Newspaper article (name of paper) ______________________________
_____ Personal letter from school board association
_____ Other--Please describe ______________________________

6. General comments or suggestions for improvement:

WHAT DO SCHOOL BOARDS DO?

SECTION 5: RESOURCES

You will find two types of materials in this section. First, two papers provide background and insight into the rationale and strategy of this workshop. They are entitled:

- "Why a Workshop for School Board Candidates?"
  by Ray E. Jongeward
- "A Workshop Strategy Paper"
  by Ray E. Jongeward

Second, this section contains samples and examples of materials that may be used in the workshop but will require adapting to fit your own state. These include:

- A transparency set, "Education in Our State"
- A manual, "More Than a Meeting"--with suggestions for adapting it.
- A 15-question and answer set of materials called, "What Candidates Want to Know About Being a School Board Member—And Weren't Afraid to Ask."
- "Sources of Additional Information"

The need to tailor any or all of these materials is conditioned upon your decision to use them. They cannot be used in their present form in states other than Washington.

Why a Workshop for School Board Candidates

By Ray E. Jongeward

Suggestions have been made that people who serve on school boards may pass through a life cycle similar to that of human beings, e.g., birth, childhood, adolescence, young adulthood, maturity, and even death. As unique as this concept may be, few discussions have included the period of conception--that period of time during which a person thinks about, decides to, and runs for the school board. This important phase of the school board member "life cycle" is the focus of this activity.

Many interviews and discussions with newly elected board members have shown that very little, if anything, was known prior to the person's running for office about the responsibilities expected of school board members. When confronted by these realities, there has been shock, disillusionment and outright rejection of expected roles. There have been several instances during school board campaigns that persons who were competing for an office made erroneous public statements or made proposals that were impossible to carry out. Some proposals were illegal, some were very destructive to the school district, while others were out of keeping with the basic functions of the board. The net result was that the individuals were embarrassed and frustrated about being caught in such an untenable position.

The basic purpose of having candidates' meetings is to provide accurate, factual information about the role and function of school board members that might alleviate this type of situation. It is recognized that some persons may decide after attending such a meeting that being a school board member was not what they thought it would be and drop out. Others will recognize the challenge of providing valuable community service and enter the race with more realistic expectations. An important but secondary purpose of these workshops is to introduce potential school board members to the programs and services of the state school board association. This workshop is an excellent illustration of an association's interest in being of help to citizens who indicate a willingness to serve their communities by being a school board member.

The workshop is designed as a basic educative function and to present information about the roles played by members of school boards and the board arena in which they serve. The workshop content attempts to provide basic data about education within their own state, and to give many references to places where additional details may be obtained. It is not the purpose of the workshop to assist candidates with techniques of campaigning.

Fundamental to the strategy used in the workshop design is the concept of active involvement of all the participants. This is accomplished by (1) recognizing that persons coming to the workshop vary in their own development and understanding of school boardsmanship, and (2) forming them into "boards" to practice on realistic board situations. Activities are designed to minimize lecturing and provide take home information.

This workshop is of an "awareness" nature with no attempt at "skill" attainment. If candidates are successful in their candidacy, there will be time later for more detail and attention to boardsmanship "skill" development. Many of the materials in this package have also been used successfully in orientation sessions with newly elected school board members.

Note: While the focus of the above comments has been on school board candidates, the materials are also equally useful for new school board members.

A WORKSHOP STRATEGY PAPER

By Ray E. Jongeward

Few workshops have been held for citizens who plan to run for a position on the local school board. Here is one that does! This workshop attempts to walk that fine line between (1) too much detail and superficiality, (2) abstract views of school boards and stark reality, and (3) scare tactics and encouragement to run. Emphasis is on orientation to the business of school boards, providing accurate information and identifying available resources.

This is not a forum for citizens to vent, complain or get on their soapboxes. Its purpose must be made clear, i.e., to provide information and access to resources. The workshop design anticipates the need for citizens to get answers to their specific questions. The question sheet distributed at the beginning of the session provides for this important element. Care must be exercised by the leader and panel members to address all (legitimate) questions during the answer period. The leader needs to be in control throughout this session in order to stay within a two-hour time limit. Keep the activities moving and participants on their subjects within the time limits.

Locating workshops throughout a state has at least three advantages:

1. Nearness of the session increases the potential for citizens to attend.
2. Opportunity is provided for locally elected state association officials to become identified and involved.
3. State association staff members get into the "field."

Care must be taken to prevent the workshop from becoming a hard sell to promote membership in the state association. Information about association services should be clearly explained as well as the opportunity for membership. However, good judgment in the presentation is essential to prevent the workshop from becoming a membership campaign. Let the workshop illustrate the association's interest in being helpful.

Too often orientation sessions for school board members become a series of negative messages. "You can't do that." "The courts say you aren't allowed to..." "Don't get caught doing..." "Board members must..." While it is recognized there are a variety of constraints operating on school boards, it is important not to let these become the predominating theme. There is much opportunity for positive local initiative and many options which counter these restraining forces. Local control exists if exercised!

A key element in the workshop is the exercise "What Do School Boards Do?" Grouping participants into "boards" (five to eight people) so they can experience "how it feels" to be on a board may help them far more than lengthy explanations. Keep instructions to a minimum. Get into the "experience." Note that each situation represents one of the four basic functions of boardsmanship. Using the summary transparency to conclude this activity helps to emphasize this concept. If desired, time can also be taken during the debriefing to get "board members" to share their feelings about their participation in the "board meeting."

It is readily apparent that strictly right and wrong answers to these situations do not exist. The material purposely uses the words "most preferred response" in order to avoid such absolutes! The exercise is designed to (1) describe a realistic board situation, (2) actively involve all "board members" in examining possible solutions, (3) show that honest differences of opinion often exist among members, and (4) demonstrate that in making decisions, individual preferences may have to be modified in order for a group decision to be made.

Materials used in this workshop are specific to Washington State, where they were conducted. To make the workshop appropriate to another state, materials from the state department of education or other sources will be needed to make it state-specific. The ones provided here are examples of the types of information and the procedures used to prepare for and advertise them. The resources available and procedures needed for each state will vary.

When the written questions are analyzed it is helpful to organize them into several categories, e.g., financial, management, personnel, negotiations, etc. This saves time and allows a more thorough coverage of a topic. One or two people will need to spend time during the meeting to organize them. Panel members who will respond should be alerted to these questions and given time to prepare brief answers.

Evaluation of the workshop is important. It will set the tone for future meetings by letting participants know that the association is sincerely interested in their personal reactions. Often comments and/or questions not openly expressed during the meeting are found in these feedback forms. Obviously, the association is anxious to learn how the workshop was received in order to continue and/or modify similar sessions in the future. These should be compelling reasons for gathering evaluation information at the conclusion of the meeting.

Finally, this is an association's initial opportunity to make its existence known to prospective members. The image of the association starts here—make it positive and professional!

A state school board association may wish to: (1) stimulate citizen interest in running for a position on their local school board, and (2) advertise the candidate workshops. The following information provides an example of how one state (Washington) did so. Obviously, these ideas will need to be adapted to fit the circumstances in your own state, but they can serve as a guideline to develop your own set of procedures.

The items used in Washington State included:

- The booklet, "Serving on your Local School Board--A Guide for Candidates," which quickly sketches basic facts about education in the state, suggests qualifications, shows what board members do and how to become a board member, lists legal requirements, financial reports, state association's sources of educational information, and dates and locations of the candidates workshops.
- A letter to district superintendents announcing the availability of 17" x 23" posters and the booklet (above) and informing them how to request the numbers of each needed locally (form provided).
- A letter to state newspaper advertising managers enclosing a copy of the booklet and three public service advertisements for which local sponsors may be obtained.
- A news release which announces the free booklet available to people interested in school board membership.
- A letter to radio public service directors enclosing scripts for six public service announcements (20-40 seconds) and a copy of the free booklet.
- A letter to television public service directors with four public service spot announcements (20-45 seconds) together with three colored slides to serve as visuals. A copy of the free booklet was also included.
- A letter to all regional (ESD) superintendents reminding them of the filing period for school board candidates, enclosing a copy of the free booklet and informing them of the posters and public service announcements that have been sent out to all media outlets.
- A letter to all school board chairmen and district superintendents--reminding them of elections, availability of posters and free booklets.
- A letter to county auditors notifying them of the candidates/new members workshop series and enclosing a poster and free booklet. A request was made for a list of all candidates with names and addresses.
- A personal letter from the executive secretary of the school boards association to each person who filed, inviting him or her to attend one of the workshops in his/her area.
- Copies of posters used to advertise the election and workshops.

(Should you be interested in more information regarding these materials, please contact the Washington State School Directors' Association, Olympia, Washington.)

Workshop Arrangements

When site locations are made within the state, telephone calls were made to local superintendents to provide workshop space and coffee. Requests included large enough rooms with tables and chairs so participants could form "school board" groups of five to eight people.

Executive board members from the state association were asked to chair local meetings and be the hosts. A letter from the executive secretary to each person responsible outlined their responsibilities. A suggestion list for association staff members reminding them of their duties was also developed. Both may be found in this section.

Adaptation

Many materials contained in this workshop package are also usable for orientation of new school board members. A mail-out package of materials can be assembled for those persons who join school boards between elections, usually through appointment. A set might contain:

- A welcoming letter from the state school board president and executive secretary of the state association
- A copy of "What Candidates Want to Know About Being a School Board Member"
- The "More Than a Meeting" brochure
- The association brochure
- A copy of "Four Functions of a School Board"
- (Optional) The simulation exercise, "What Do School Boards Do?"

When the state association office becomes informed about newly appointed members, a packet containing these materials could be mailed to them.

Most of these materials are also appropriate for use in new school board member workshops. They can be used as introductory activities in a longer orientation workshop.

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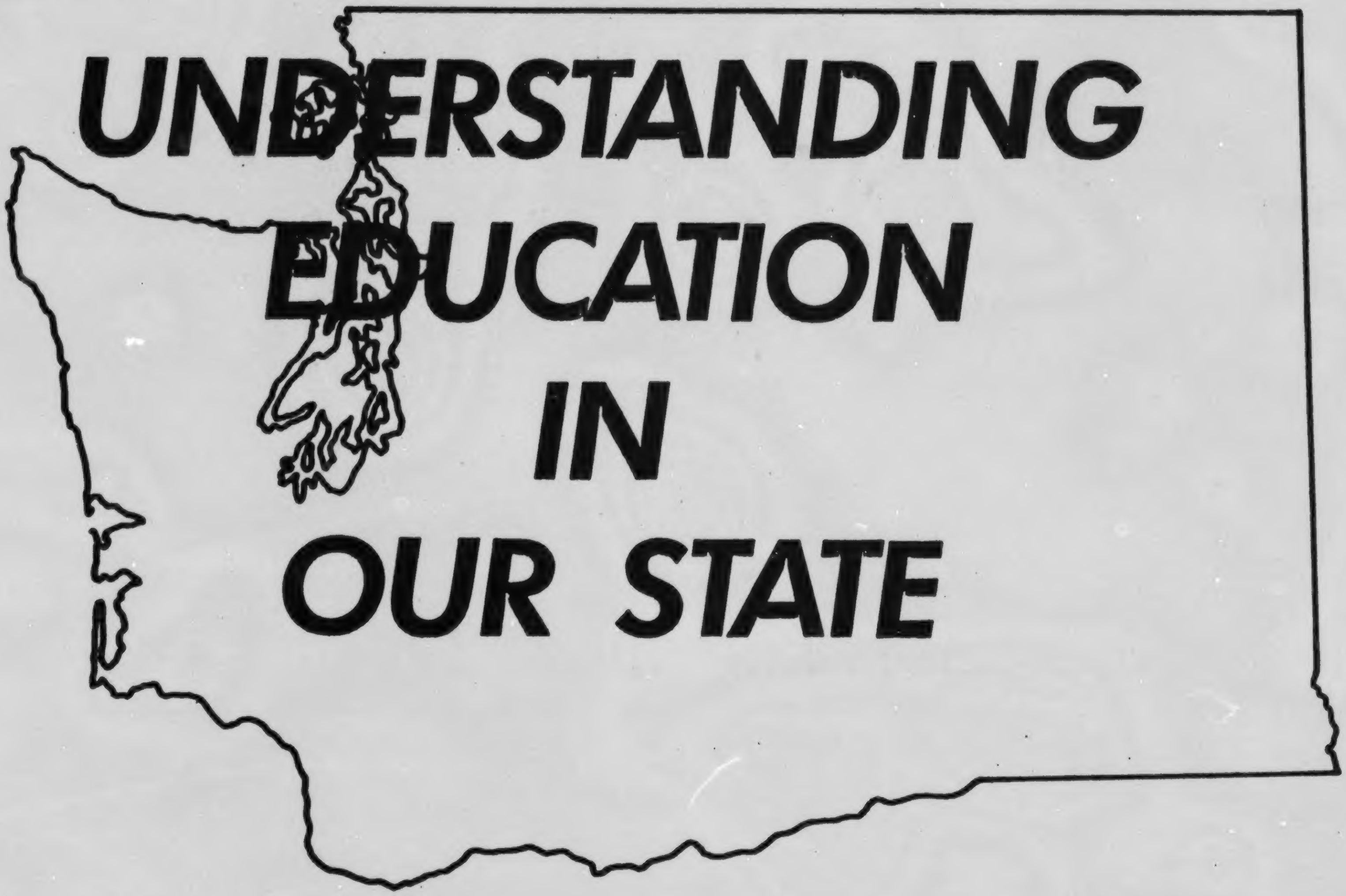
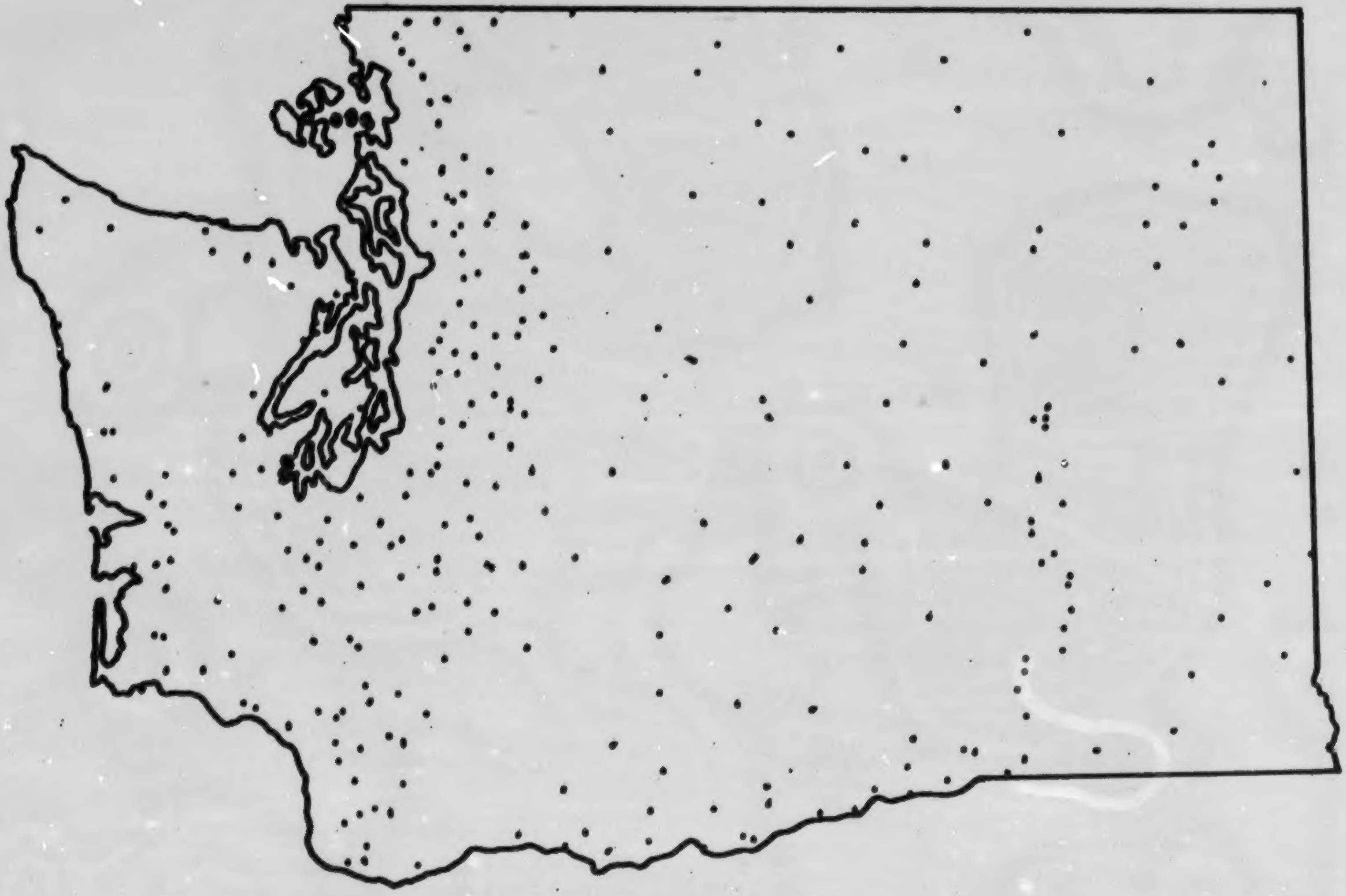


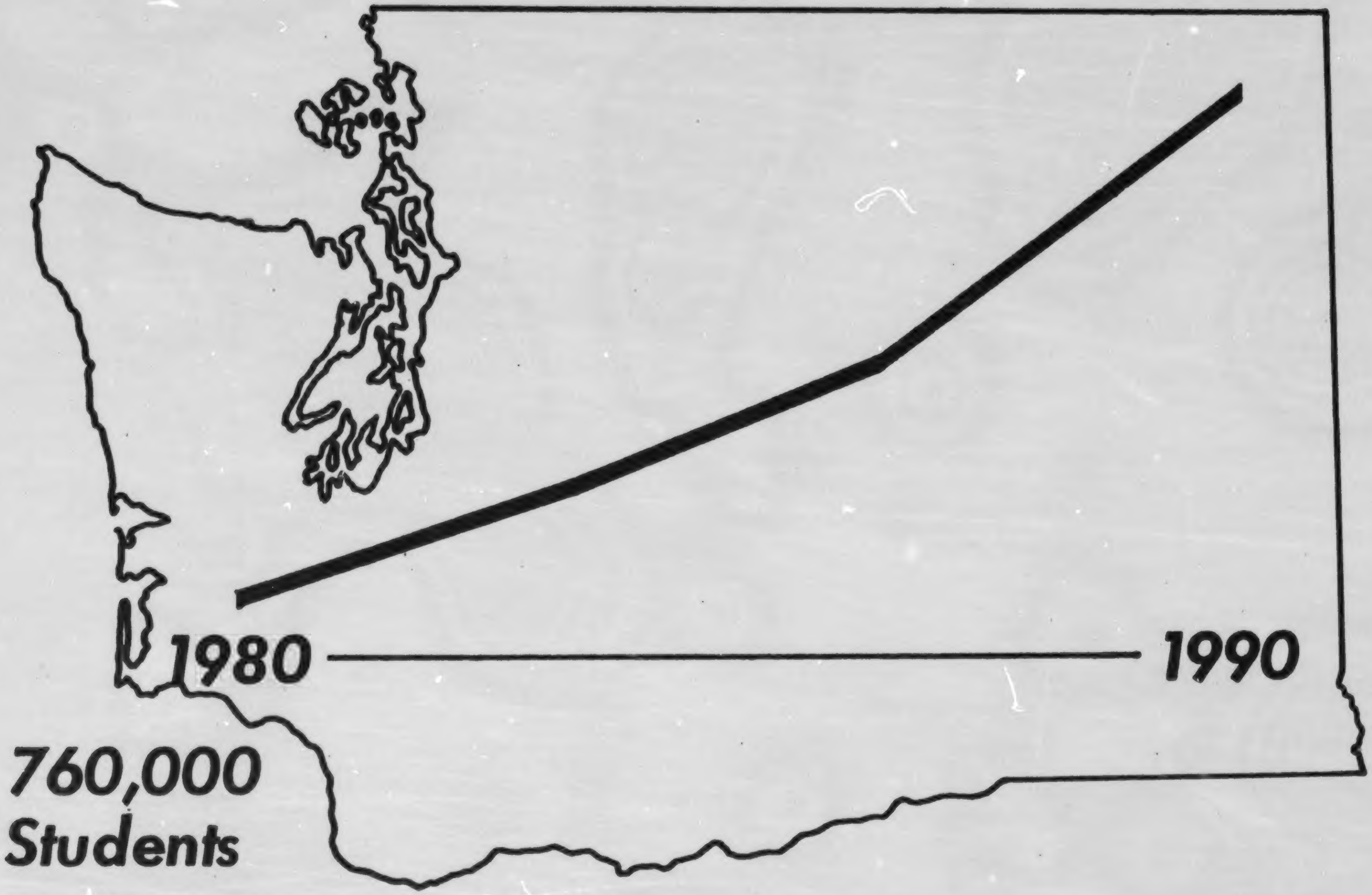
UNDERSTANDING EDUCATION IN OUR STATE

33-1

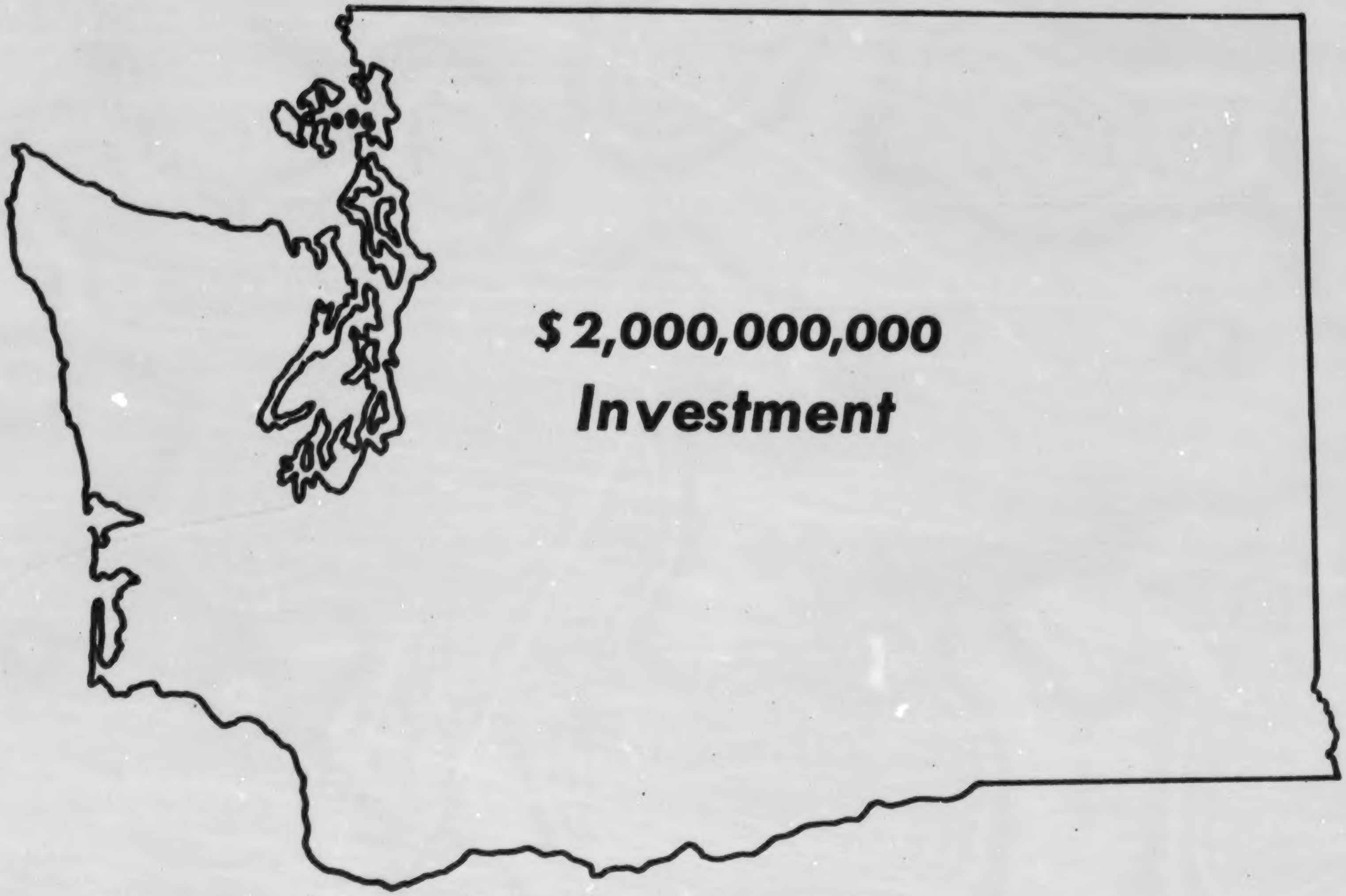
300 Local Districts



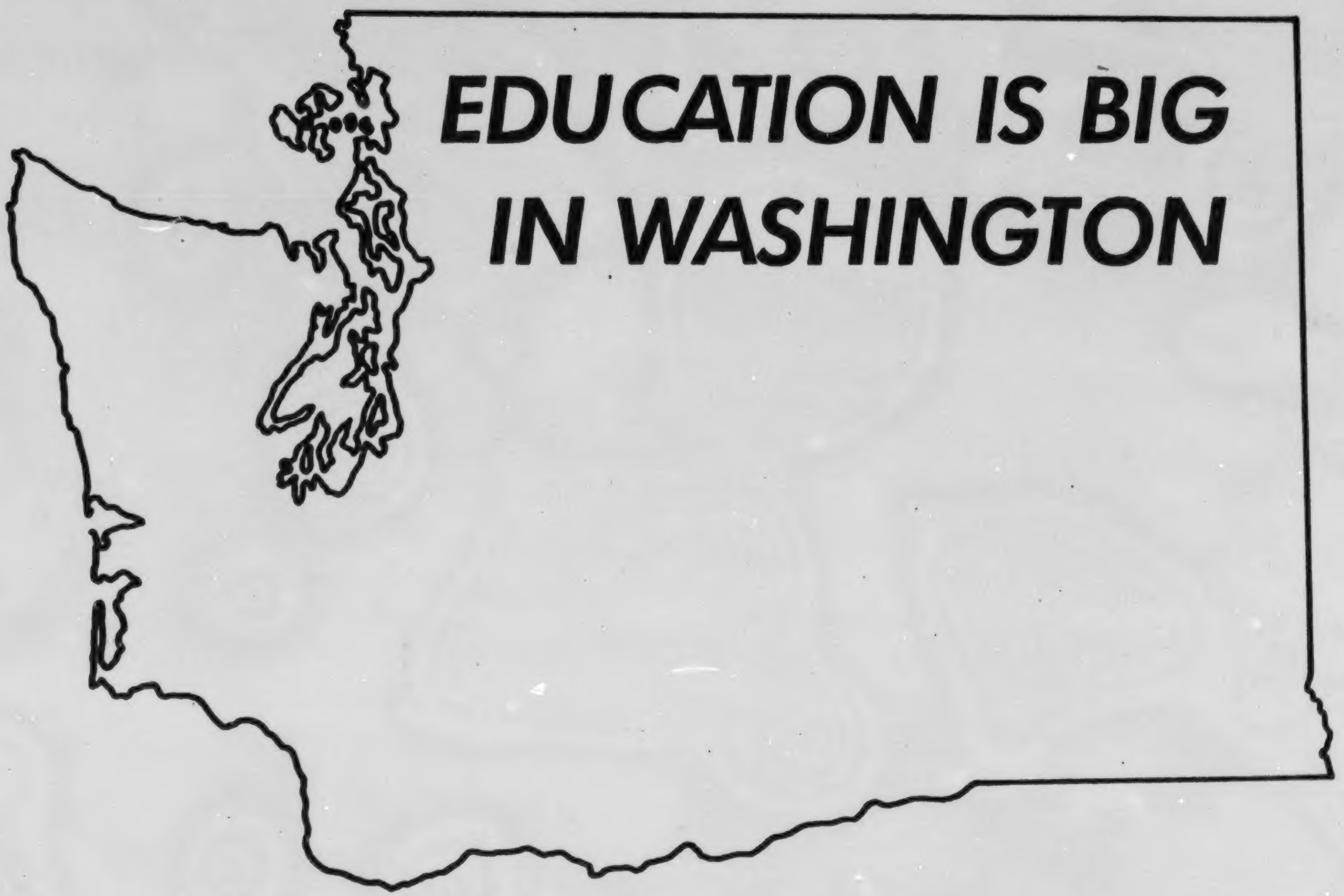
1,500 Board Members



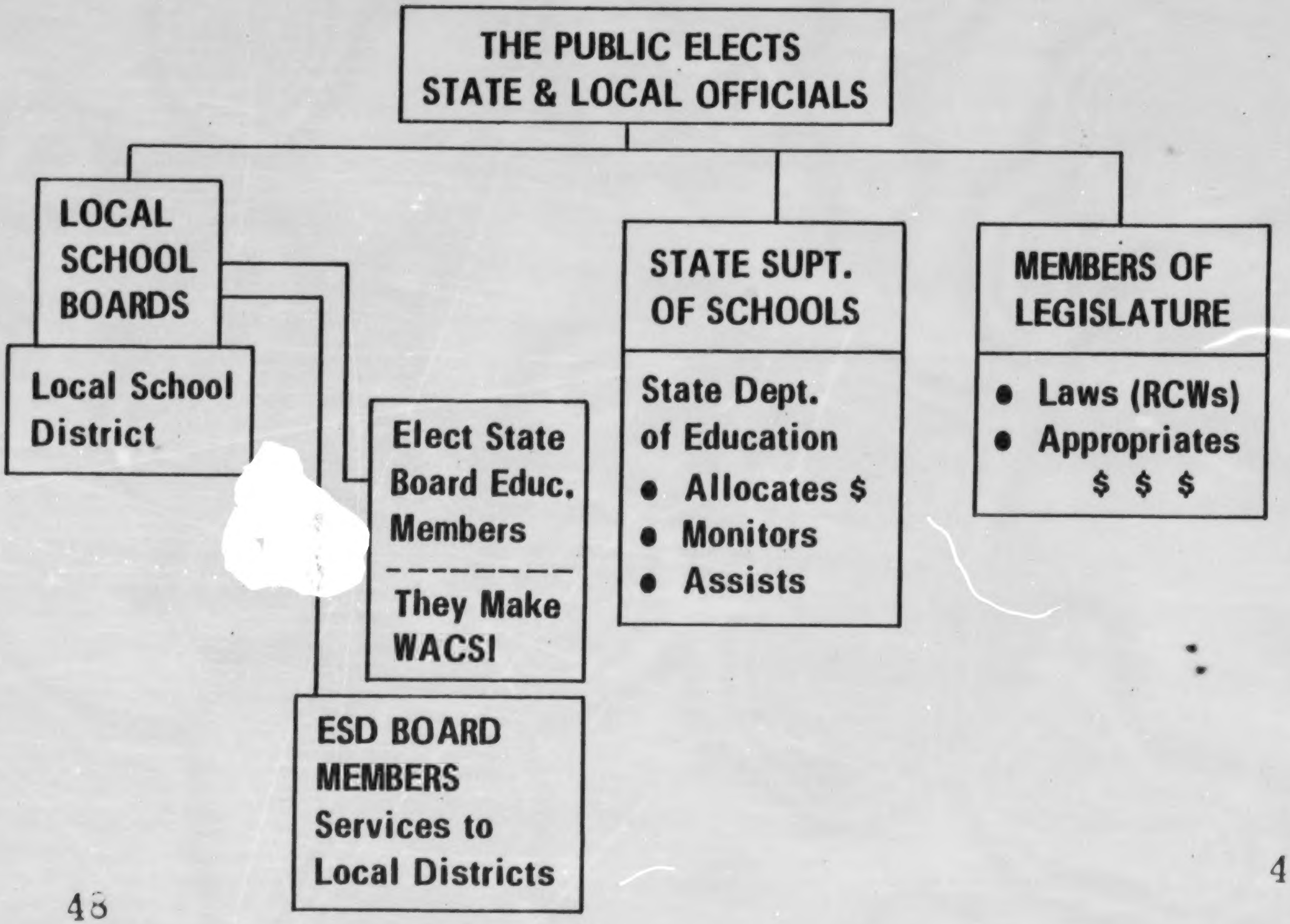
33-3



$2,000,000,000
Investment


EDUCATION IS BIG
IN WASHINGTON

HOW EDUCATION IS ORGANIZED



THE PUBLIC ELECTS STATE & LOCAL OFFICIALS

LOCAL SCHOOL BOARDS

Local School District

Elect State Board Educ. Members

They Make WACSI

ESD BOARD MEMBERS

Services to Local Districts

STATE SUPT. OF SCHOOLS

State Dept. of Education

- Allocates $
- Monitors
- Assists

MEMBERS OF LEGISLATURE

- Laws (RCWs)
- Appropriates
  $ $ $

PROFESSIONAL ORGANIZATIONS

ENGLISH

MUSIC

READING

WIAA

ART

VOC.
EDUC.

PSYCH.

SPEECH

SCIENCE

DRAMA

SPEC. ED.

MATH

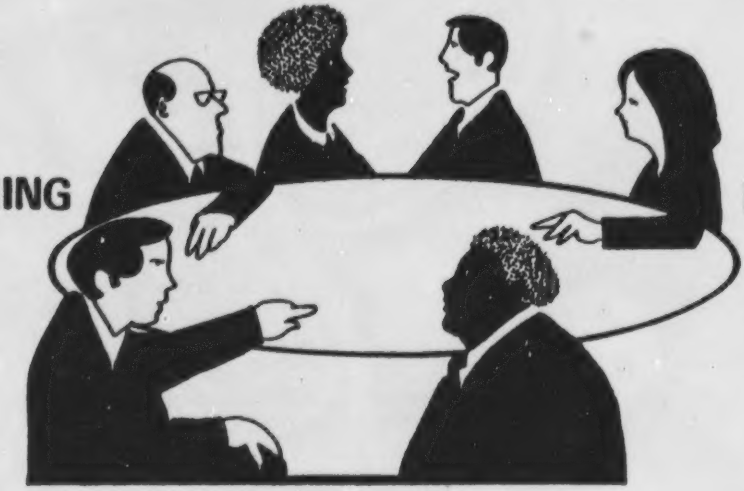
D. E.

SOC.
SCIENCE

EMPLOYEE GROUPS

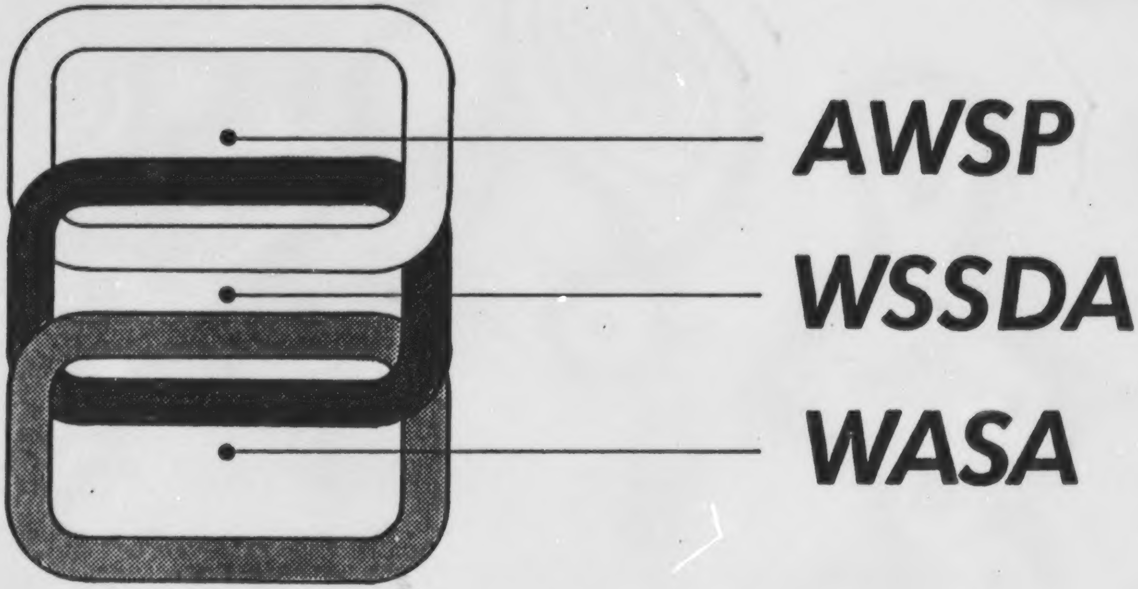
WEA – Teachers
(& AFT)

PSEA – Classified
(and other unions)

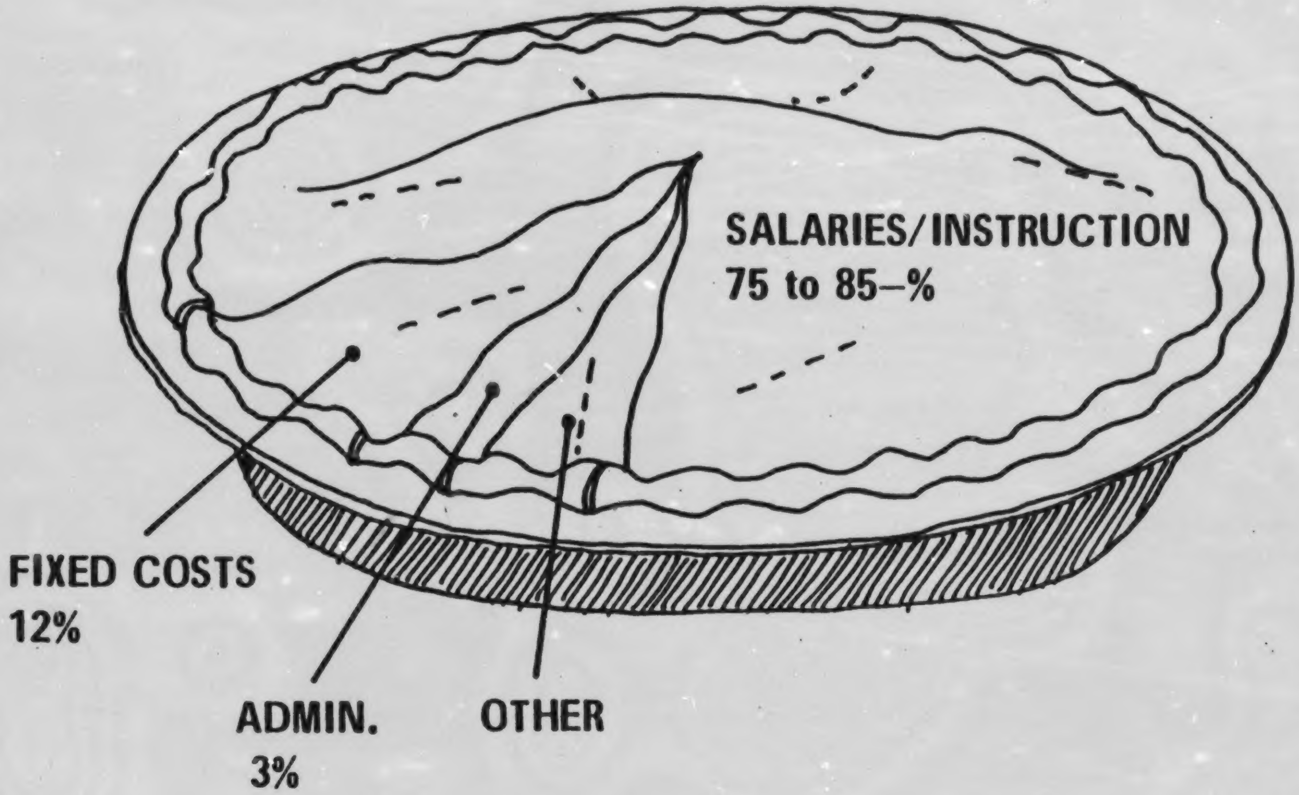


BARGAINING **REPRESENTATIVES**

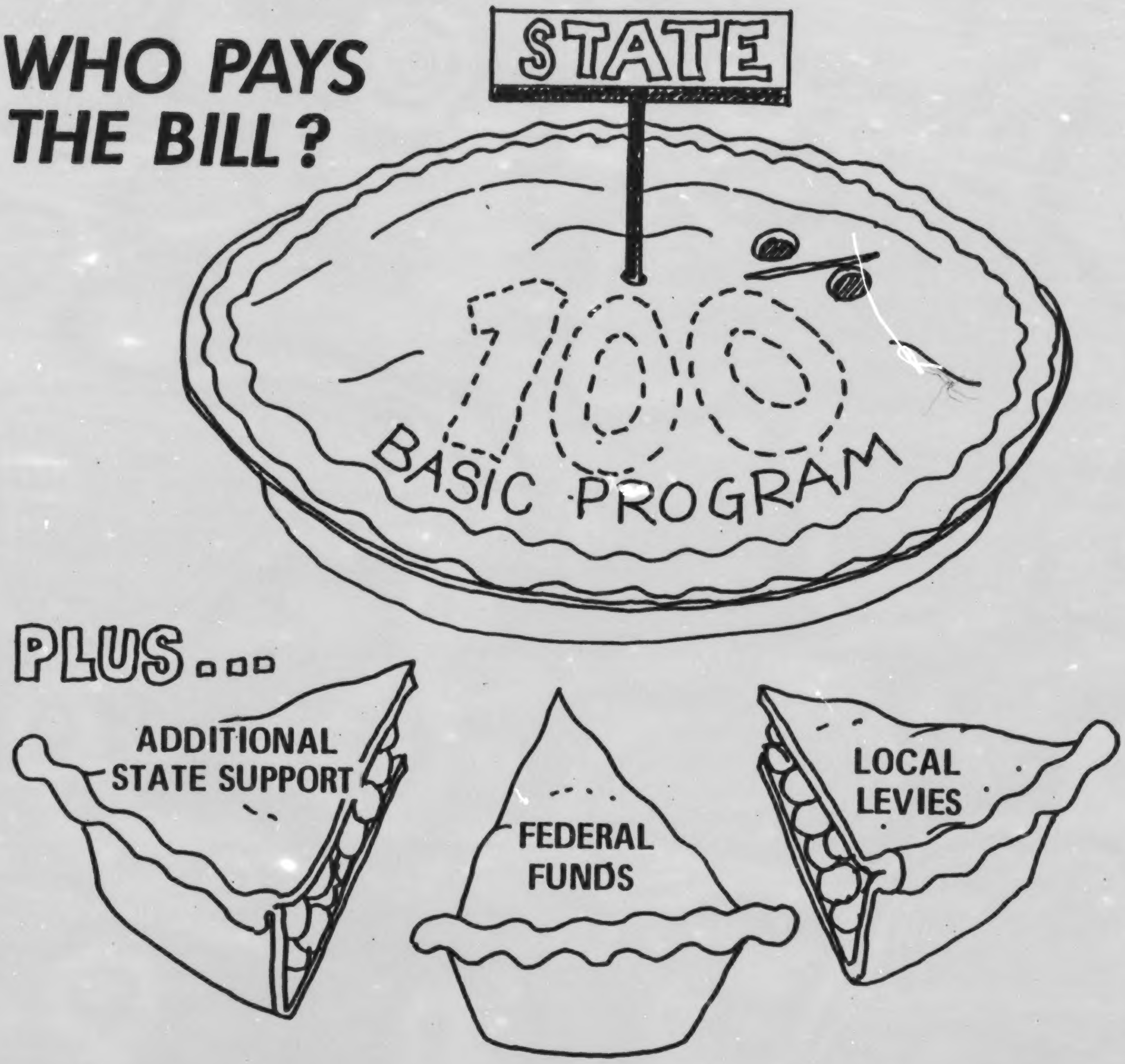
THE EDUCATION MANAGEMENT TEAM

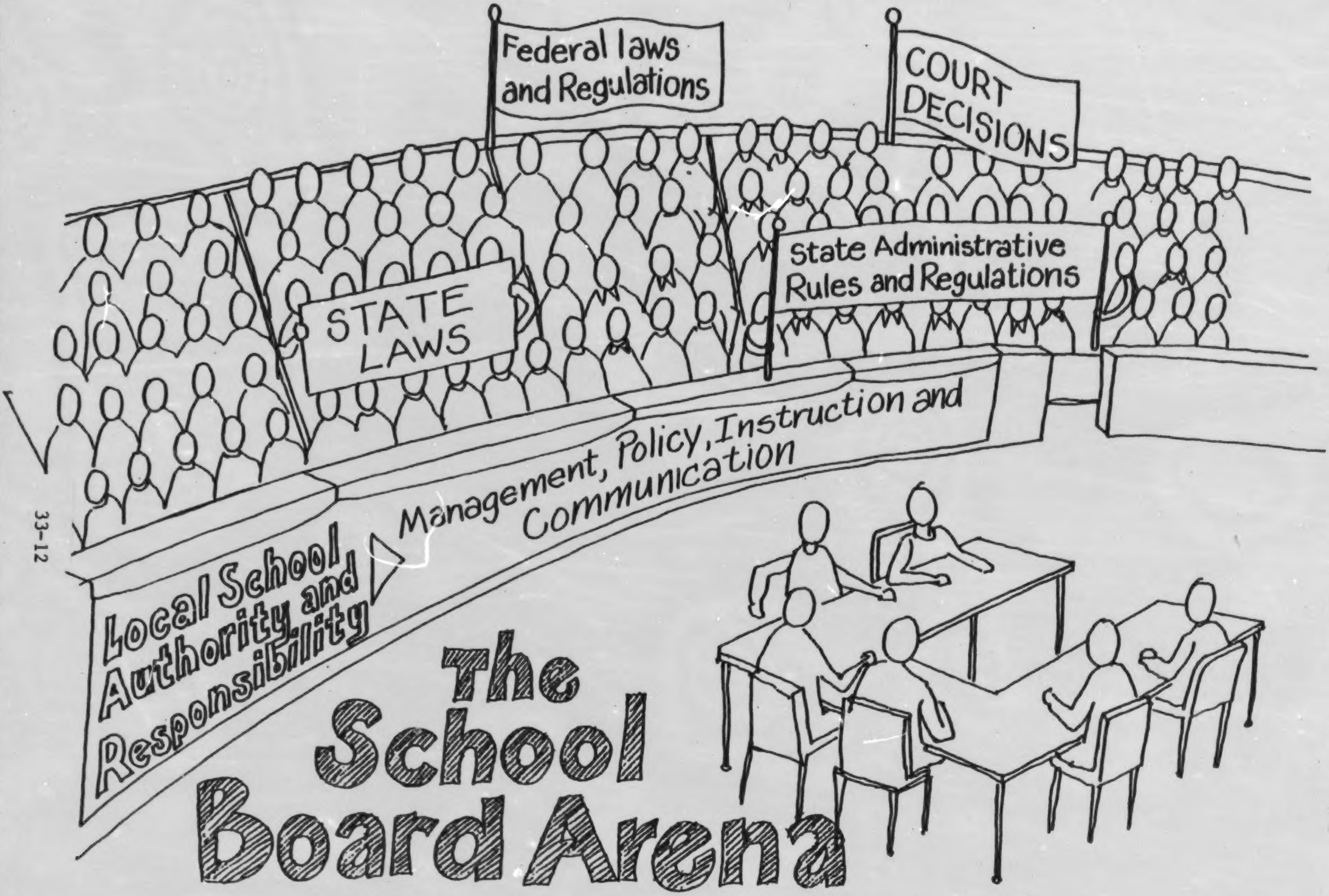


HOW THE DOLLARS ARE SPENT

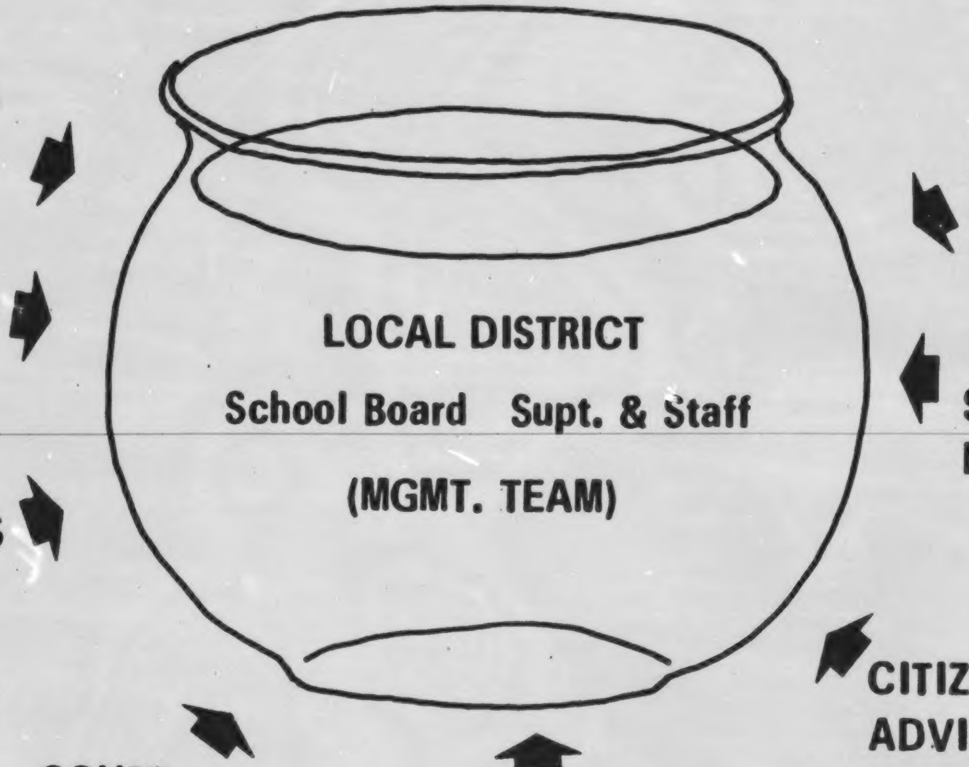


WHO PAYS THE BILL?




Federal laws and Regulations
COURT DECISIONS
State Administrative Rules and Regulations
STATE LAWS
Management, Policy, Instruction and Communication
Local School Authority and Responsibility
The School Board Arena
33-12

SCHOOL BOARDS OPERATE IN A FISH BOWL!



GENERAL PUBLIC

STUDENTS

TEACHERS

COURT DECISIONS

PTA

CITIZEN ADVISORY GROUPS

STAFF NEGOTIATES

STATE DEPARTMENT OF EDUCATION

LOCAL DISTRICT

School Board Supt. & Staff

(MGMT. TEAM)

33-13

SIMULATION EXERCISE SUMMARY

	SCHOOL BOARD	
SITUATION	FUNCTIONS	ARENA
#1 Physical Facilities	Management	District policies
#2 Testing Results	Communication	District policies
#3 Mr. Jordan –	Policy	State laws & Regulations
#4 Special Education	Curric. & Instruction	State & Federal Laws

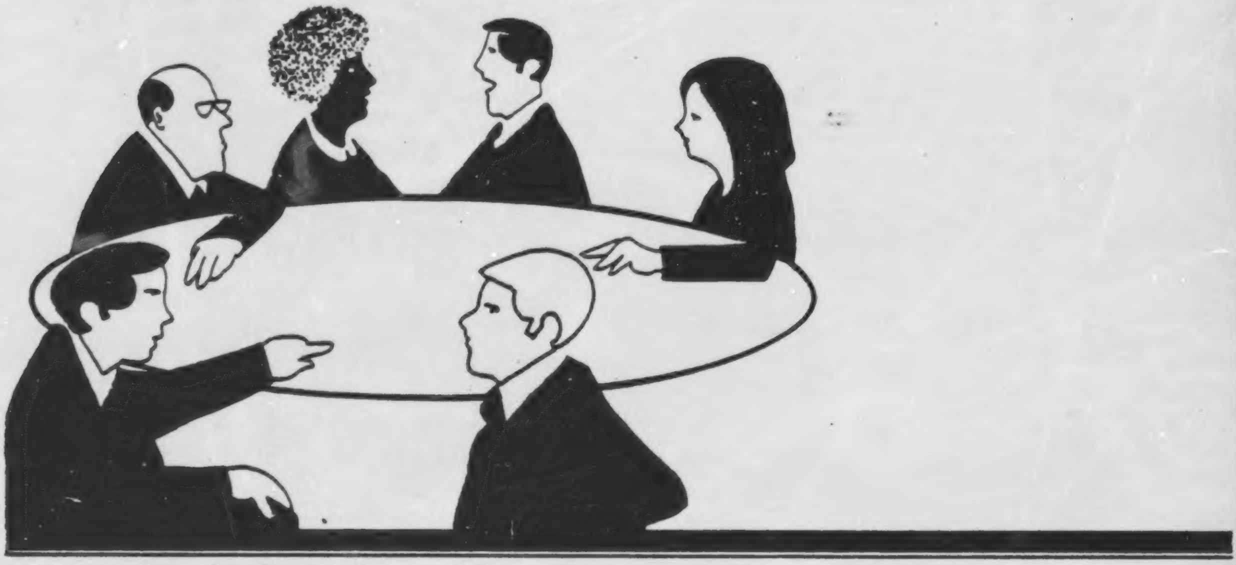
Adapting the Booklet, "More Than a Meeting," to Your State

The booklet, "More Than a Meeting," was designed as an informative introduction to education within the state. There are similarities between the information contained in the set of transparencies and this booklet. The reason for this publication is to provide each participant with a take-home piece that could be used to supply basic educational data to the candidate for possible use later. As indicated on the cover, the booklet was also intended for use with new school board members.

It is readily adaptable to any state as shown by the following:

Section	Adaptation
Cover ("More Than A Meeting—A Helpful Manual for New and Prospective School Board Members... and A Valuable Update for ALL Board Members")	Applicable for all states.
Preface	Change references to state association.
The Schools of Washington State	Substitute a brief introductory section reviewing the school picture of your state, past and present.
School Laws and Regulations	Summarize major school laws and regulations enacted in your state during the 1970s, including federal statutes.
All Systems Go	Describe the public school system in your state, including the role of your school board association.
What Do School Boards Do?	Applicable for all states.
Politics, Statesmanship, Boardsmanship	Applicable for all states.
Employee Relations: An Active Arena	Adapt to your state. (Most of it applicable to nearly all states.)
The School Directors' Own Organization	Describe your association's structure and services.

MORE THAN A MEETING -



A manual for new school board members and prospective ones ...

... and a valuable update for all school directors

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WHAT DO SCHOOL BOARDS DO? 9

POLITICS... STATESMANSHIP ...BOARDSMANSHIP 10

EMPLOYEE RELATIONS: 11

The school directors' own organization 12

PREFACE - It's more than a meeting

This booklet has been designed primarily to fill an important need for the newly-elected school board member or someone considering the challenge of serving on a school board somewhere in Washington State. And *"challenge"* is the word.

As we enter the decade of the 1980s, the responsibilities of school boards are far more numerous and of greater impact than at any previous time in history. **Being a school board member today, as the booklet's title indicates, involves far more than attending an occasional meeting.**

Some interesting things happened to our public schools on the way to 1980, and it's about time they were summarized in organized, readable form. This concise, updated summary, incidentally, should be helpful to incumbent board members as well as candidates – particularly the newer ones.

The topic is complex, and this overview covers only the high points. More detailed information is available from the Washington State School Directors' Association and other sources – including your own school district.

The aim of this publication, and the project of which it is a part, is to provide some solid assistance for the conscientious citizen willing to take on the challenge of school board service. Reference has been made to the increasing complexity and importance of this office. It is equally essential to emphasize the rewards: worthwhile public service in an alive, ever-changing enterprise that is America at its best . . . being part of a state school system that unquestionably is one of the best in the nation – and the world . . . and continually helping to make it even better, as a leader selected by your fellow citizens to make the decisions crucial to the future of our children.

This manual, *"More Than A Meeting . . . "*, is part of a project being carried out in cooperation with the Northwest Regional Educational Laboratory. It has been made possible by a grant from the National Institute for Education.

Prospective board members also may wish to request the WSSDA pocket guide for candidates: *"So You Want To Be A School Board Member?"*, which covers such matters as qualifications of a good board member, basic duties, election requirements and the code of ethics.

THE SCHOOLS OF WASHINGTON STATE:

Following a proud tradition

Citizens who declare their willingness to serve on local boards in Washington State are following a proud tradition that began with the earliest settlers. Even before statehood the people were determined that a major priority would be meeting the educational needs of boys and girls. Governor John Rogers' now famous "*Barefoot Schoolboy Law*" not only gave all youngsters an equal chance for a good education; it also set an example for other states to follow.

The superior school system developed by this relatively new state, in what many considered a remote corner of the nation, was almost phenomenal. In the lean years as well as the prosperous ones, during wartime and peace, the people continued to support their schools. Year after year voters approved the tax necessary to build more schools and maintain high standards of instruction. While many other states were still certifying teachers with two years of college or less, Washington insisted on five.

Many of Washington's strengths are attributed in large measure to its excellent schools. It was more than just coincidence that the average test scores of Washington youth entering military service were among the highest in the nation. There are other indications as well: high percentage of college and university graduates . . . large proportion of citizens in technical and professional fields . . . high average per-capita income . . . exemplary achievements by Washington citizens in many important fields.

The commitment is clear: Article IX of the State Constitution promises in its preamble that "*It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste or sex.*" That covenant has endured – indeed, has been strengthened – throughout the years.

The history of Washington's public schools is still being written: The courts have ruled that the constitutional guarantee is far more than an expression of good intent – it is a mandate. The admirable record of public support notwithstanding, this landmark judicial decision emphasized, schools should not have to depend on local tax levies each year.

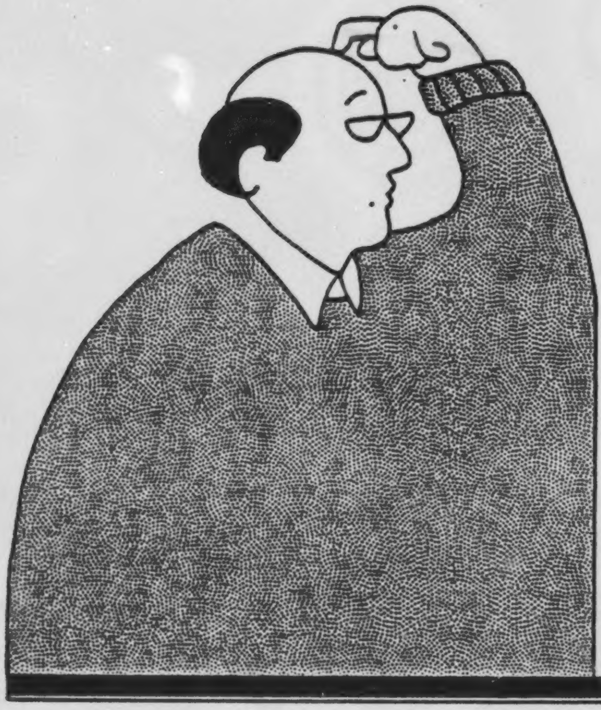
The State Legislature has responded to the court's directive, providing for full funding even earlier than was required under the judge's phase-in plan. The legislature approved monies for instructional programs above and beyond those that had been defined in law as "*basic education*". Local districts still have the option of strengthening their schools' offerings above the level of state financing, to a limited degree.

Thus we now have the framework for sound instructional programs and dependable financing. School boards still have the key responsibility of providing the leadership and responsible management necessary to continue the proud tradition of Washington's excellent schools.

DID YOU KNOW THIS ABOUT OUR PUBLIC SCHOOLS?

A few facts and figures may help provide perspective for new and prospective board members. For example, did you know that:

- Prior to World War II there were 2,875 separate school districts in Washington. Today, as the result of consolidation, there are fewer than 300 operating districts.
- Enrollment for 1979-80 (kindergarten through high school) totals approximately 764,400 statewide. Projections show that enrollments will increase in the 1980s, reaching 805,000 by 1985 and 880,000 by 1990.
- Two-year community colleges (formerly called junior colleges) previously were under the jurisdiction of local school boards. Now they constitute a statewide system, each with its own board appointed by the governor.
- Kindergartens, once optional, now are required by state law.
- *"Education for All"* legislation (state and federal), requires schools to provide instruction for handicapped children.
- Funding of local schools is now recognized by the courts and the legislature as a legal obligation of the state. With some exceptions, a local levy is limited by law to 10 percent of the district's state allocation for the prior year.
- *"Basic Education"*, the state's minimum obligation, has been spelled out in the law in terms of minutes per week required for each subject area.
- A minimum of 20 percent of the schools' instruction time must be devoted to the area of work skills.
- Student learning objectives must be established by every local school board, under state law.
- Standardized test results must be reported for each school annually. (Statewide, Washington students score well above the national average in every area.)
- Washington's high school dropout rate is one of the lowest in the nation.
- Teacher certification standards in Washington are among the highest in the nation, requiring at least five years of college for full certification. Each year, Washington is one of the top two or three states in a percentage comparison of teachers with master or doctoral degrees.
- 43.8 percent of Washington's teachers are men; (second highest in the nation); the U.S. average is 33.6 percent.
- For the past several years Washington has been among the top ten states in average salary for teachers.
- Washington is 14th highest in per capita income of all citizens and 19th in percentage of income spent for education.



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SCHOOL LAWS AND REGULATIONS: Schools respond to public concerns

Some far-reaching changes have occurred in recent years in relation to the public schools of Washington State. There have been marked modifications in public attitudes toward common problems: equal rights, energy conservation and environmental protection, to name a few. All of these developments have helped to influence the direction of education. The management and control of the schools have been even more directly affected, however, by new laws, regulations and landmark court decisions.

Some of the most dramatic legislative changes in our schools' history took place during the 1970's. It all happened in a relatively short period of time, and many citizens are not yet aware of the full impact of legislation enacted during the past few years.

Sometimes newly elected board members, whose thinking may have been along the lines of the 1950's, or even the 1960's, learn suddenly that long-held concepts are no longer valid. A *"box score"* of some of the major laws and regulations that have come into existence during the seventies helps to make this point. *(Terminology: RCW is the abbreviation for Revised Code of Washington and refers to a state law or statute; WAC – Washington Administrative Code – indicates a regulation officially adopted by the State Board of Education or other agency.)* –

1971	Due Process for Students	RCW 28A.58.101 WAC 180-40 (See also Juvenile Justice Act of 1977, RCW 13)
1973	Education for All Act	RCW 28A.13 (Commonly referred to as House Bill 90) WAC 392-71 (See also Federal Acts: Public Law 94-142, 1975; Buckley Amendment, 1974; Section 104 of the Rehabilitation Act, 1977)
1975	Educational Employment Relations Act	RCW 41.59 (See also Regulations of the Public Employment Relations Commission; Amendments to the Public Employees Bargaining Law, RCW 41.56; WAC 296-132)
1976	Staff Evaluation	RCW 28A.67
1976	Student Learning Objectives	RCW 28A.58.090
1976	Student Achievement Testing	RCW 28A.03.360
1977	Basic Education Act	RCW 28A.58.750 (and successive statutes; WAC 180-16)
1977	Accountability of School Directors	RCW 28A.58.758
1977	Accountability of Teachers and Administrators	RCW 28A.58.760

1977	The Levy Lid Law	RCW 84.52
1977	Staff Inservice Training Act	RCW 28A.71
1979	Full State Funding	Ch. 270, Laws of 1979, 1st ex. sess.
1979	Amendments to Basic Education Act	Ch. 250, Laws of 1979, 1st ex. sess.
1979	Amendments to the Levy Lid Law	Ch. 172, Laws of 1979, 1st ex. sess.
1979	State table for Salary Determination	Ch. 270, Laws of 1979, 1st ex. sess.
1979	State funding of employee health insurance	Ch. 270, Laws of 1979, 1st ex. sess.
1979	State funding of teacher substitutes	Ch. 270, Laws of 1979, 1st ex. sess.

This listing represents only a fraction of the laws and regulations new to the school scene during the past decade – those that constitute significant departures in established management policy and practice. Looking back, it should be noted that school boards in previous generations also had their problems and concerns; but they were less complex. There were always such decisions as building needed schools, repairing old ones, and hiring teachers. But only recently have school boards been mandated by law to establish specific learning objectives . . . to issue regular reports to the public . . . to meet specific curriculum requirements . . . to establish "*performance criteria*" and evaluation procedures for staff. The intent of the law is clear: "*. . . that each common school district board of directors, whether or not acting through its administrative staff, be held accountable for the proper operation of their district, to the local community and the electorate.*" (RCW 28A.58.758).

What these new laws mean for school boards -

The *"due process"* concept, also strongly supported by court decisions, is statutory recognition of the student's rights as a citizen – a departure from the traditional *"custodial"* approach.

"Education for all" means just that – even though providing for the learning needs of a handicapped child may involve a far greater investment than that for a pupil in the regular program.

The Educational Employment Relations Act, discussed in another section of this booklet, forced boards into an arena which many previously had avoided.

The legislature was mandated by the courts to define and fund *"basic education."* The ultimate responsibility for compliance, however, rests on the shoulders of the local school board.

The *"levy lid"* strictly limits the amount of local revenue that boards may request voters to approve. Furthermore, boards are restricted as to how levy monies may be used. The board's options are very limited in deciding the level of employees' salaries; the allocation of funds is computed on the basis of a statewide table.

The purpose of other new laws included in the *"box score"*, above, is apparent from the titles used. Information on these and other school laws and regulations is available from WSSDA or other agencies. An understanding of each is essential for all school board members.

While local control has been limited to some extent by the new laws, at the same time boards' responsibilities have increased. For example, the statute spells out general areas of instruction and the minimum number of minutes required for each. But the actual curriculum decisions – that is, what happens in the classroom – are local ones.

It should be pointed out too that the *"accountability"* mandate provides for reports to local citizens. Ironically, the Basic Education Act and other complex new legislation have been enacted to ensure compliance with a basic constitutional guarantee which our state's founding fathers in another century considered a *"paramount duty"*: ample state-level funding of public education. The court decision and the laws designed to implement it can be said to be in the tradition of Governor John Rogers' Barefoot Schoolboy Law. It is to the legislature's credit that final decisions regarding the schools' operation have been left to the local board.

PART OF A STATEWIDE PLAN: All systems go...

Every local school system (district) in Washington is part of a statewide system. Local school boards derive their authority from the Legislature and state law. Their management is guided by the State Board of Education and the Office of the State Superintendent of Public Instruction (SPI).

The state superintendent's office provides assistance in the various instructional areas; however, most local districts view as the SPI's major function the dispensing of funds.

Educational Service Districts (ESD's) which have evolved from county superintendent's offices, also provide support services, as the title indicates. In addition to instructional resources – particularly helpful to smaller districts – the ESD coordinates changes in local school district boundaries, provides assistance with budgets and serves as an arm of the SPI.

In simple terms, the Legislature establishes general requirements and provides the money, which is then parceled out by the SPI. The State Board adopts the more specific rules needed to implement the laws. But in the final analysis, local school systems *"go"* because of actions taken by their respective boards.

It is the local school board that adopts the budget, determining how much will be spent in each area. Employees can be hired and their salaries set only by a majority vote of the board.

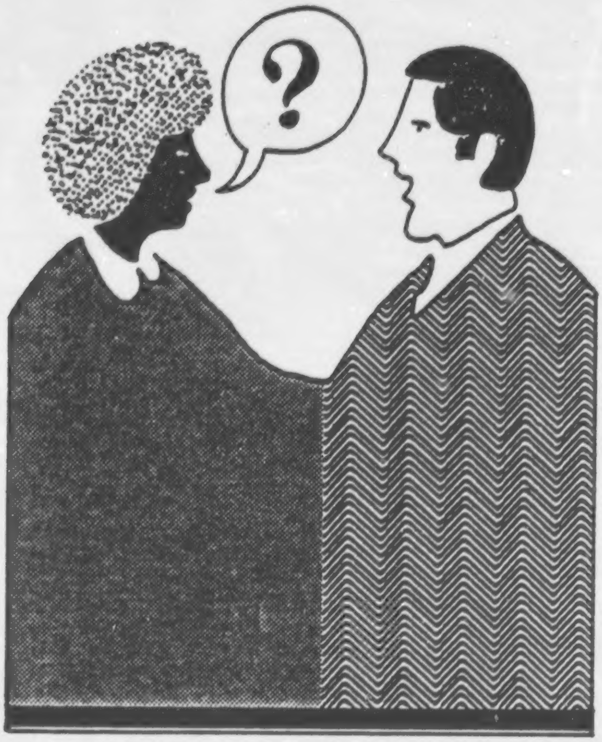
School districts in our state are not under the control of city or county officials. (To native Washingtonians, this is obvious. In some states, however, the public schools are an integral part of municipal government.)

There are 300 local school districts in Washington, each with its own elected board. Their responsibility is essentially the same everywhere – in essence, *". . . to make ample provision for the education of all children."* This is their legal mandate, as subdivisions of the state. School board members (the official term is directors) are elected public officials whose charge it is to carry out this constitutional mandate.

Also an important part of the state *"system"* is the Washington State School Directors' Association, a service organization which in Washington is a state agency created by the Legislature. WSSDA's main purpose is to provide assistance to local boards. WSSDA also serves as the body through which the school boards' voice can be heard. Consensus positions are taken on important positions and WSSDA officers then speak for the majority of all board members throughout the state.

Some of the many WSSDA services available to local boards are explained in a subsequent section.

WHAT DO SCHOOL BOARDS DO?



In general terms, as stated previously, the *"job"* of a school board in Washington is to make *"ample"* provision for the education of all children. More specifically, there are four major areas of responsibility, which can be classified as providing for:

1. A quality instructional program, within the limits of the resources;
2. Management and direction of the school system;
3. Continued guidance through policy development and adoption; and
4. Communication between the district and the community.

A Closer Look –

Instruction – While school directors should utilize the expertise of the professional staff in the development and administration of the instructional program, the board has an important leadership role. State law makes it clear that the board's involvement is far more than philosophical approval. Learning objectives must be established. There must be periodic assessment of personnel, materials and methods. There must be input from and communication to the community.

Management – Board members are management team partners, together with the superintendent and administrative staff. Although a board typically does not participate in the schools' day-to-day operation, there are management decisions which legally can be made only by the board. These include: budget review and adoption, hiring and other personnel matters, approval of textbooks and other instructional materials, negotiation parameters and agreements, school construction and maintenance, bond and levy proposals, payrolls, purchasing and many others.

Policies are the *"legislative"* actions of the school board. They may be compared to city ordinances or state laws. Policies are written to meet the needs of a given district, within the general framework of state and federal statutes and regulations. It is only within the past few years that most districts have had comprehensive policy manuals. Precise written policies today are a must for several reasons, including compliance with complex laws and clarifying understandings with employees and patrons. WSSDA provides assistance to boards in policy development.

Communicating with the community and with the staff is an increasingly important function of school management. In Washington several state laws specifically authorize the board to report to the people. Communicating with employees, on a continuing basis, helps to build mutual trust and understanding. There are many ways to communicate, including newsletters, press releases and speeches. Regardless of the form, it is essential that any message from *"the District"* truly represent the viewpoint and wishes of the board.

What a school director is—and isn't

For decades there has been a commonly accepted cliché: *"School boards establish policy but the superintendent and staff manage the schools."* At the very least, that statement bears re-examination in light of the responsibilities that have been thrust upon the board. Hiring employees and setting their salaries could be called **management** decisions. Approving the budget, authorizing expenditures, determining the curriculum – all go beyond the mere adoption of policies. Today, school boards in our state are accountable by statute for what happens, or doesn't happen, in the classroom. Establishing policy? Yes, and a whole lot more.

On the other hand there are **administrative** functions which should be left to the superintendent and other administrators. A board member's authority does not include administering the school program – even giving well-intentioned directives. It's an important distinction, and the school board member who has it clearly in mind from the very first day can avoid serious problems latter.

POLITICS... STATESMANSHIP... BOARDSMANSHIP

By definition, a school board member is a politician – that is, "*. . . a person holding or seeking a public office.*" Webster acknowledges that the word "*politics*" has come into disrepute among many Americans, but reminds that it is an appropriate term to describe conducting or participating in affairs of government. And a school district is a branch of government.

It is the very essence of our nation's heritage that we choose from among our peers – in open and free elections – those we want to lead us in the conduct of public affairs. One elected to serve on a school board is part of what have been described as two of the greatest experiments in history: representative democracy and free education for all.

Motivation – A knowledgeable legislative leader advises newly elected school directors to analyze candidly why they ran for the office. For some it may be a sense of civic responsibility; others may have strong feelings about a certain issue. Still others may hope to gain prestige or indirect benefits to their business or career.

"*Knowing what it is within yourself that motivates you to be involved will help you be more successful in your involvement.*" Unless you are sure of where you want to go, this authority warns, you may not get there.

Kind of Representation – The same legislative leader suggests also that the board member consider whether he or she is responding to voters' concerns in a delegate role, at one end of the spectrum, or representing the people as trustee of an overriding responsibility. The "*trustee*" office holder, as John Kennedy said, may "*lead, inform, correct or even ignore constituent opinion.*"

Constituent Groups – There are many different interests that have a stake in school board decisions. Some groups are organized; others are not. The list is different for every community. The relative influence and involvement of each group also varies.

In addition to parents, students and staff, the list might include such groups as businesses, builders, civic organizations, clergy, industry, professionals, labor, senior citizens and taxpayer associations – not to mention the press.

Knowing the importance of each group or interest and how best to work with them is important to the board member. Each is a potential source of support or opposition.

The group of most immediate importance, of course, is the board itself – fellow directors. An individual board member has no authority per se. "*Remember,*" counsels the authority, "*that a single viewpoint can be forged from five different viewpoints only when three possess some skill in the art of compromise.*"

Learning – Newly elected board members, like all novice officials, go through a period of orientation and learning. After the experience of a budget cycle, employee negotiations and legislative enactments the new school director may feel confident about assuming a more active role.

The Legislature – The relationship between school boards and the State Legislature is especially significant in Washington. This is a practical fact of which the board member should become aware early. The Legislature appropriates (and can control) the predominant portion of the district's budget. Hundreds of school bills are introduced every legislative session. Obviously, school boards have an important stake in the outcome.

Directors who maintain rapport with legislators on a continuing basis–particularly those representing their own district–can develop the kind of credibility that influences votes. School boards can give helpful assistance to legislators–providing data on school operation, for example, and information about citizens' desires.

It's Work – The experienced politician advises that an effective officer holder, whether a legislator or school board member, is one who is willing to work. This involves the time, effort and study needed for an understanding of every issue, before decisions are made. Also, the well prepared board member can effectively communicate with others–parents, staff, community and colleagues on the board.

Politics or Boardmanship? From an objective standpoint, **politics** isn't a bad word; but for the board member who may find the connotation objectionable, there are others, such as "*statesmanship*". For school directors another has been coined: "*Boardsmanship*".

Regardless of the terminology, it all boils down to the importance of working effectively with other people as you do your best to carry out the responsibilities for which you were elected.

This section adapted from a paper by State Representative Dennis Heck (17th Legislative District), who has been a leader in important school legislation. The paper entitled "*Practical Politics for School Board Candidates*" is available on request from WSSDA.

EMPLOYEE RELATIONS: An active arena

In 1972 Washington experienced its first strike by public school teachers. Since that time scores of school districts throughout the state have felt the impact of employee disputes, to varying degrees.

Understanding the factors involved in employee relations is one of the most important responsibilities of a school board member today. Although relatively few board members participate in bargaining at the table, they nevertheless must have close involvement. Knowledge of the process as well as the issues is essential to good decision making. This brief review should be helpful to a board candidate:

The evolvement of negotiations in Washington school districts during the past decade has followed a national trend – with some distinct differences. The stated purpose of the Professional Negotiations Law enacted in 1965 was to provide for better communication between staff members and the board. Almost immediately it became apparent that this *"meet-and-confer"* law, with no effective means for resolving disputes, was not serving its intended purpose.

A new bill was enacted (commonly known as the Teachers' Bargaining Law), replacing the Professional Negotiations Act. A state Public Employment Relations Commission was created and more specific settlement procedures were spelled out.

A separate law authorizes bargaining with non-certificated (classified) employees. They also are now under PERC jurisdiction.

Prospective school board members who have become impatient with the actions of teacher associations and other employee groups are advised to consider all the elements involved. While the school board is *"boss"*, there are legal requirements and other complicating factors which may preclude simple solutions. These include:

- The requirement to engage in meaningful *"good faith"* bargaining, including the consideration of and response to every proposal or request;
- The obligation to recognize the association or union as the official representative of all employees in a given group;
- Recognition of the fact that the law mandates a written agreement if the employee group requests one;
- Acknowledgement of employees' feeling that they should contribute to the decision-making process in matters affecting them and their profession or vocation;
- Recognition of employees' conviction that they are entitled to salaries and benefits commensurate with their professional training and important responsibilities;
- The obligation to adhere to certain requirements, restrictions and guidelines in various laws and regulations, and, finally,
- The realization that widespread changes in the pattern of society as well as the law have resulted in general acceptance of the concept of bargaining by teachers, nurses, police, firemen and other public service persons, in contrast to the prevailing attitude of past generations.

In summary, there's no turning back. Like it or not, bargaining with representatives of the teachers' association and school employees' unions is a fact of life. School board members who take a realistic, informed approach that provides for effective employee relations the year around (not only during bargaining) are in a better position to maintain a continuous, stable and productive instructional program that meets the needs of boys and girls.

As employee organizations become more militant and sophisticated in bargaining, some school board members came to the realization that their districts weren't adequately prepared to meet the challenge. It was decided that the Washington State School Directors Association was the logical organization to provide the needed assistance to local boards.

In response to numerous requests, WSSDA's services were expanded. Now available to local boards at a very reasonable cost are publications, workshops, consultant assistance and numerous other resources. WSSDA serves as the liaison to arrange for highly qualified negotiators to represent local boards at the bargaining table.

Through their state association school boards in Washington have met the challenge of the militancy movement and the bargaining law effectively and responsibly. The negative effects have been much less than in most other states and the interests of students and patrons have been protected.

WSSDA -
The school directors' own organization

Recognized in state law, the Washington State School Directors' Association is the school directors' own organization. Its services, programs and policies are determined by the members themselves.

RCW 28A.61.010: *"The public necessity for the coordination of programs and procedures pertaining to policymaking and to control and management among the school districts of the state is hereby recognized, and in the furtherance of such coordination there is hereby created for said purpose an agency of the state to be known as the Washington State School Directors' Association . . . "*

The law authorizes the association to coordinate policymaking, control and management of the school districts of the state. Dues are determined according to each district's size.

The association also is authorized, *"Upon request by a local school district board(s) of directors, to make available on a cost reimbursable contract basis (a) specialized services, (b) research information, and (c) consultants to advise and assist district board(s) in particular problem areas. . . "*

Many local districts utilize the association's specialized services, particularly in the areas of employee relations, legal matters, policy development and information dissemination. Boards have found that it is more feasible and economical to utilize the expertise of professionals, under part-time contracts with WSSDA, than it would be to employ administrators with comparable knowledge and ability. The flood of new school laws and regulations during the past few years, described on preceding pages, has made these WSSDA services even more essential.

Through the medium of an effective association, the school boards of Washington State have helped to influence votes on important school legislation. And, in spite of the frequent turnover of board members, Washington's school directors have coped with the problems and pressures of the hectic seventies in admirable fasion. Newly elected board members prepare for their responsibilities through WSSDA conferences, seminars and workshops as well as through the many materials made available to them. Experienced directors are kept abreast of new developments and, together with their colleagues, help to chart the future course of the schools.

This publication is but one example of the many ways in which the Washington State School Directors' Association serves the interests of its members and that of all the people – particularly the little ones.

For additional information about the school directors organization and services available to local boards, contact Washington State School Directors' Association.
200 East Union, Olympia 98501;
Telephone (206) 753-3305.

WHAT CANDIDATES WANT TO KNOW ABOUT BEING A SCHOOL BOARD MEMBER*

*AND WEREN'T AFRAID TO ASK

Most candidates for local school boards, like candidates for any other public office, usually have questions about the job they are seeking. Although the specific questions vary, they generally revolve around the common theme "how do I bring about the changes I want?" Over the years, the Washington State School Directors' Association has found that the following questions are those most often asked by serious school board candidates. The answers printed here are intentionally brief even though many of the questions involve extremely complex topics.

1. What gives a school board the authority to act?

   Local school districts were created by the legislature to formulate policies for the operation of school districts in order to implement the requirements of the constitution and state laws. School boards are thus agents of the state charged with administering the school functions delegated to them by the legislature. In general, boards have two types of power: (1) that which is enumerated by the legislature, and (2) that which is necessarily implied to carry out what the legislature authorizes.

2. What is the relationship between the board and the superintendent? Who makes the final decisions?

   The function of the school board is not to run the schools but to see that they are run effectively. The superintendent is the person chosen to translate the will of the board into administrative action. Teamwork and cooperation between the board and superintendent is essential. Board members should expect considerable assistance from the superintendent when developing policies, and likewise it is good practice for the board to review administrative procedures before they are implemented.

   It is the board's duty to help the superintendent work effectively and to maintain a harmonious working atmosphere. Board members should look to the superintendent for leadership, guidance and recommendations, as well as advice on sound educational procedures. Even though the board can, and often does, delegate the authority for carrying out its many functions to the professional staff, it may never delegate the ultimate responsibility for them.

3. What will be my main responsibilities?

First of all, as a school board member you must remember that you have no power or authority except that which results from participation in decisions and actions of the board in an official session. Actions, promises or commitments by individual board members are without legal basis and have no binding commitment upon the district. Also, as a board member, you are elected to represent the entire school district in all matters pertaining to education and not any one faction or segment of the district.

Basically, school board members serve as:

(1) local education leaders in establishing a program of quality instruction;

(2) school managers responsible for determining the direction of the school system;

(3) local policy makers who develop, monitor and evaluate the policies which guide the operation of the school system; and

(4) spokespersons and interpreters who serve as a communications link between the community and the school system.

4. How does a board make sure that its district operates in accord with its wishes?

One of the most important functions of the school board is to formulate and adopt sound educational policies. These policies set forth the purposes and prescribe in general terms the organization and program of a school system. They create a framework within which the superintendent and staff can discharge their assigned duties with positive direction. They tell what is wanted. They may also indicate why and how much.

5. What say will I have in deciding what is taught and which textbooks are used?

Since the decision-making authority is vested in the board and not in the individual members, you will be successful in achieving your personal goals and in implementing your personal ideas only if you can convince a majority of the members of the board that your proposals have merit. As a board member, you have an obligation to both express your views and to accept and support the board's final decisions.

The school board can establish what will be taught, how it will be taught, when and where it will be taught, to whom it will be taught, and with what materials it will be taught. A professional staff of administrators and teachers is employed by the board to manage and carry out these instructional tasks.

6. Can anyone attend a board meeting? What about teachers? When are executive sessions permitted?

   All meetings of the school board are open to the public, including teachers, except when specific notice is given for an executive session. Such executive sessions are to be limited to discussion of the following:

   - matters affecting national security;
   - selection, acquisition or disposition of real property;
   - personnel matters such as the appointment, employment or dismissal of employees or to hear complaints or charges against an employee;
   - negotiations parameters;
   - pending litigation; and
   - quasi-judicial proceedings such as employment appeals or student discipline appeals.

   Note: The purpose of an executive session must be announced prior to it. Only the announced subject may be discussed, no votes taken and no minutes kept.

7. Where do school districts get their money?

   Districts receive the major portion of their revenue from the state. Most districts also receive some revenue through special programs funded by the federal government. In addition, a local board has the option of asking citizens to increase their property taxes within certain limits and for specific purposes as established by state laws.

8. Who decides how this money is spent?

   The superintendent works with other staff members to draft a budget which attempts to meet student needs, obeys state laws and regulations, and stays within available district financial resources. Once the board approves the budget, the superintendent is responsible for administering and living within its limits and for seeking board approval of expenditures.

9. What is the relationship between board members and teachers?

   Officially, the board is responsible for adopting policies, rules and regulations which define the responsibilities of teachers and for approving all employment contracts. Individually, board members should treat teachers, or any other school employees, in the same manner afforded all citizens of the district. They should listen to personal requests and then refer the individual to the proper authority.

10. Who hires a district's superintendent? How do you tell if he or she is doing a good job?

The selection of a superintendent is considered by many to be the most significant action a school board is called upon to take. A systematic procedure for selection may require several months of careful planning and well-organized steps in screening the best qualified candidates available to the district. The WSSDA offers assistance to directors in setting up a workable process.

A consistent and systematic evaluation process based on specific goals and criteria which actually begins with the selection of the superintendent is the most effective way to assess his or her performance. Indeed, state law requires such evaluations. Assistance in this area is also available through the WSSDA.

11. How can a board get rid of poor employees in the district? What's teacher tenure?

State laws, union contracts and local district policies spell out employment and release procedures for all school employees. Careful legal steps must be followed to remove any emplyee from a school district job.

Tenure is the right to continuing employment after so many years and upon meeting certain criteria. Since there is no right to public employment in Washington, teacher tenure is limited to the right to a continuing contract of employment as defined by state law.

12. Will I be involved in collective bargaining?

Since 1975, school districts have been required to bargain collectively with their organized employees. The board is responsible for setting the guidelines used by the district's representative in bargaining and all agreements must be approved by the board. The general trend is for neither board members nor the superintendent to serve on a district's negotiating team.

13. Even though I will receive no salary as a school director, do I still have to report my personal finances to the state?

Yes. School directors are required to file financial disclosure statements with the Washington State Public Disclosure Commission. These reports begin when a person becomes a candidate for a board position and continue throughout his or her term of office. For details, contact your county auditor's elections office or the Public Disclosure Commission, 403 Evergreen Plaza Building, Olympia 98504. Telephone: (206)753-1111.

14. How much time does it take to be a school board member?

As a school board member, you will be in charge of managing one of the largest businesses in your community. By accepting this responsibility, you in effect agree to attend the regular and special meetings of the board and to keep yourself informed about the numerous issues on which you will be expected to make decisions. Membership on a local school board demands a great deal of time and commitment, but it is also one of the most rewarding ways you can play an important role in shaping the future for the children in your community--and across the state.

15. Where can I get additional answers to my questions both now and after I'm elected?

Technical data and information about your local district is available from the superintendent and other professional staff. Other helpful sources for assistance are the State Superintendent of Public Instruction's office, Educational Service Districts, various professional organizations such as the Washington Association of School Administrators and the Association of Washington School Principals, and, of course, the Washingtn State School Directors' Association.

16. How is the state association financed?

The 1947 Legislature passed a law in Washington State making the association a state agency. The idea was that being a school board member was so important and growing more complex that readily available assistance should be available to all school boards, not just those who could afford to get help. They included that financing should be based on a per capita basis multiplied by the number of students enrolled in each district. This represents approximately 40 percent of present support with the remainder coming from contracts and fees for specific services requested and paid for by their districts.

SOURCES OF INFORMATION ABOUT EDUCATION IN YOUR DISTRICT, REGION AND STATE

To become better informed you may wish to make contact with:

1. The Local Superintendent:
   (Examples) Information on local district operation, financing, educational program, building maintenance, etc.; statistics re: students, costs, test results; district policies and procedures; minutes of previous board meetings; and, answers to other specific questions, e.g., negotiated contracts.

2. Local Board Members: (past and present)(esp. chairman)
   (Examples) Specific procedures of board operation and practices; issues confronting district; opinions and views re: district program.

3. The Local Teacher Association Officers/Teachers
   (Examples) Hear what teachers say about district, its goals, needs, problems, attributes.

4. The Educational Service District Superintendent for your Region
   (Examples) Types of educational services available and used by your school district; library and films on specific curriculum and/or other educational programs; interviews with staff members--special education, esp. teacher certification requirements.

5. State Office of the Superintendent of Public Instruction
   (Examples) General information re: costs of education; bus transportation; building construction or remodeling, state laws, rules and regulations; instructional and professional services; special programs; vocational/technical education; teacher and administrative salaries; etc.

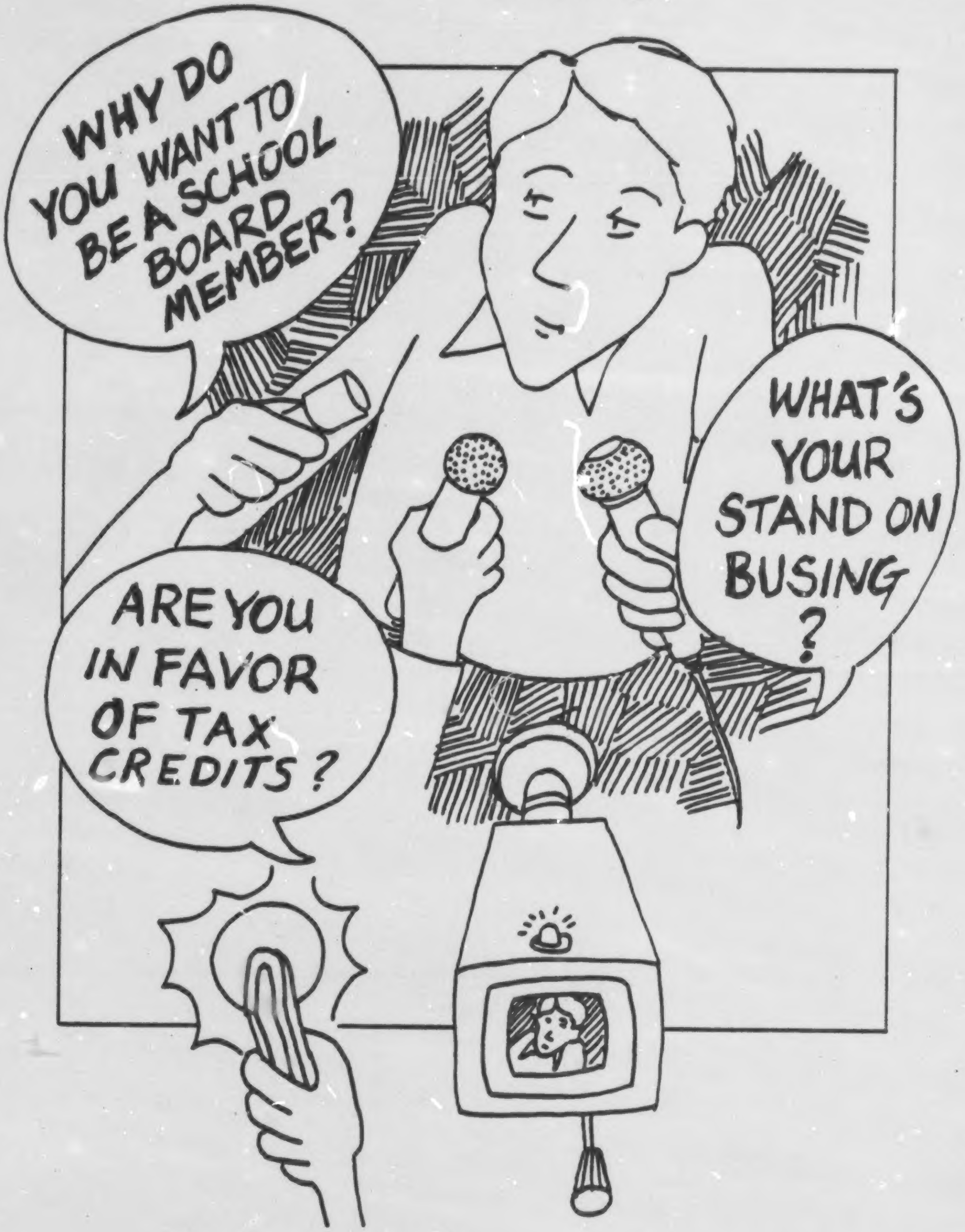
6. State Association of School Administrators
   (Examples) General information on state wide administrative salaries; hiring and release practices; content of contracts.

7. State Association of School Principals
   (Examples) General information on statewide employment and salary data, job descriptions, principals' role on management team, etc.

8. State School Boards Association
   (Examples) Information on legislation, legal requirements, labor relations and negotiations services, inservice and training, communication and policy development.

What Do School Boards Do?

A Workshop


WHY DO YOU WANT TO BE A SCHOOL BOARD MEMBER?
WHAT'S YOUR STAND ON BUSING ?
ARE YOU IN FAVOR OF TAX CREDITS ?

KEYS TO SCHOOL BOARDSMANSHIP

SAMPLE AGENDA

What Do School Boards Do?

Place, Date, Time

Time	Activity	Person(s) Responsible
6:45 p.m.	Registration, refreshments Complete Question Sheet	Local arrangements people, association officer/executive committee member
7:00 p.m.	Welcome, open meeting--short introductions, local arrangements, review purpose of meeting using agenda	State association staff member
7:15 p.m.	o Brief overview of Education in the State using transparencies or,	State association staff member
	o Review booklet "More Than a Meeting"*	
7:40 p.m.	o What Do School Boards Do? (a four-part exercise)	State association staff member
	o Four Functions of the School Board	
8:35 p.m.	The state school board association--purposes, services and available resources	Local executive committee
8:45 p.m.	o What Candidates Want to Know About Being a Board Member and Weren't Afraid to Ask	Executive committee and state association staff members
	o Question period	
9:00 p.m.	Evaluation of session	State association staff
9:05 p.m.	Adjournment	Local executive committee member

*Use is optional.

QUESTION SHEET

Thank you for attending this meeting. We want to make your time well spent while you are here. Please write down questions that you may have about running for the school board. We will collect them in a few minutes and set aside time during the meeting to address them. We appreciate your attendance.

WHAT DO SCHOOL BOARDS DO?

A Four Part Simulation Exercise

Purpose

The four typical school board situations described in this exercise can help you gain insight into:

1. The range of functions school boards perform.
2. The arena in which school boards operate.

Directions

1. Read the situation.
2. Select the alternative solution you think is best.
3. Share your solution with members of your "board" and be prepared to say why (briefly).
4. Ask questions and share your concerns with the other "members of the board."
5. Repeat the procedure for each of the four situations.

Note: The leader will conduct a brief discussion following each situation and at the end will summarize the exercise.

SITUATION #1

Use of School Facilities by Outside Groups

A local service organization of which you are a member puts on an impressive annual talent show to raise funds. This year they have designated the proceeds to help the exchange student program in one of your senior high schools. (Your son is in the program.) All rehearsals and the final show will be in the high school auditorium. The chairman of the talent show has come to you to ask for a reduction in the normal rates charged by the school for use of facilities so that maximum profit may be realized. Your district policy permits waiving the fee for school-related organizations such as PTA.

Question

As a loyal member of the organization and of the local school board, what do you do?

1. At the next meeting of the school board, introduce a motion to set aside the local district policy for this one activity.
2. Refuse your friend, pointing out the policy as it stands and inform him that other deserving groups use the auditorium during the year.
3. Inform your friend that you will work it out with the school business office and there is no need to mention it to anyone else.
4. Give no definite answer but urge your friend to state his case before the board at the next meeting with your support guaranteed.
5. Other ____

____

SITUATION #1 RESPONSE: Number 2 most preferred

It is a breach of public trust to give preferential consideration to any individual or group because of their special status. Local school district policies usually cover this sensitive subject in precise terms. Unless the policy specifically provides for waiving the fee in such an instance, it probably would be inappropriate to deviate from it. (If there is no clear-cut policy, past practice should be followed--and a policy should be developed to avoid questions or misunderstandings in the future.)

SITUATION #2

School District Testing Results

Your district has adopted a yearly program of standardized testing in certain grades. The results have just arrived for this year. The superintendent has reported to the board that the results show your district trailing other districts nearby, especially in reading. This is very disappointing because the board has supported an extensive inservice program for teachers. In addition, the board provided subsidies for teachers and building administrators to attend seminars and conferences on teaching reading.

Question

What do you think should be done with the report?

1. File it. Direct the superintendent to make program adjustments. Do so privately, without formal presentation of the test results to the public, staff or local media.
2. Direct the superintendent to release the results of the tests to staff and community and provide for input from them which might help strengthen the program.
3. Increase next year's budget for the program and direct the superintendent to hire a reading supervisor.
4. Meet in executive session with the superintendent and key staff members to determine why the students are failing. Direct the teachers to change their methods accordingly.
5. Other ____

____

SITUATION #2 RESPONSE: Number 2 most preferred

The school board, usually through its superintendent, has an obligation to inform both school staff and the community of deficiencies relating to the educational program. As a matter of procedure, school staff members would be informed prior to the public so that they would not be "surprised" by the announcement. The test results themselves may not necessarily indicate "inferior" teaching. Research shows that there are many reasons for higher or lower test scores, the main one being family background. A change in the character of the population, such as changing boundaries to take in a large, low-income area that was previously in a neighboring district, could have a significant impact on test scores. On the other hand, if there is a need for reading specialists or remedial classes, these matters should receive study.

SITUATION #3

A Personnel Problem

Mr. Jordan, an assistant football coach and social studies teacher for the past eight years, has been notified by the superintendent that his part-time physical education position must be eliminated next year for budgetary reasons. This would mean that unless Mr. Jordan was assigned to another position he would only be employed part time next year. Mr. Jordan has a general teaching certificate and a Masters degree. He is very popular in the community and many of his friends are urging the board not to eliminate the physical education position. The only full time vacancy in the district is in special education. The teachers' union representative has contacted the superintendent, reminding him that Mr. Jordan holds a valid general certificate which authorizes him to teach in any position kindergarten through grade 12. The superintendent, in executive session, explains several options the board should consider.

Question

Which option do you prefer, and why?

1. Release a newly-hired teacher to make room for Mr. Jordan to teach in an area for which he is specifically qualified.
2. Notify him that only a part-time position is available next year.
3. Assign Jordan to the special education vacancy.
4. Thank Mr. Jordan for his services to the district and suggest he find full time employment elsewhere.
5. Other ____

   ____

SITUATION #3 RESPONSE: Numbers 1 & 2 most preferred

The board has at least two options:

a. Mr. Jordan can be assigned to become a special education teacher only if he is qualified under state regulations to teach special education classes and he is agreeable to the assignment.

b. Reassignment of staff typically would be covered under the teachers' negotiations agreement and specifies the procedures to be followed. This is especially the case when a "Reduction in Force" (RIF) is necessary. The board would follow these procedures which in most cases would recognize Jordan's seniority as a teacher, making it possible for him to "bump" a teacher with less seniority, for an area for which Jordan is qualified.

SITUATION #4

Special Education and the Law

At a meeting of your school board, several visitors appear. Two of these are parents, each with a trainable mentally retarded child. The third person is a staff member from one of the federally funded handicapped education advocacy centers.

The parents tell the board that they are not satisfied with the individualized educational program (IEP) your school district offers for their child and refuse to sign off on it. They indicate that they have talked with the elementary school principal and teachers about improvements that have been made in giving special attention to the children, but that the services are still not satisfactory. The parents indicate the desire to send their children to a private school with specially designed programs for the trainable mentally retarded.

Your superintendent responds that the district is providing the best possible services within available resources. He concedes that district teachers are not fully prepared to teach children of this kind, but he points out that individualizing instruction for these children in the regular classroom setting is costly and difficult.

The advocate tells the board that the district is responsible for providing appropriate services to these children or paying their tuition in a private school.

Question:

What do you do?

1. Ask the parents to keep their children in the district schools, and direct the superintendent to provide a more satisfactory program?
2. Ask the parents to wait until you can gather the relevant information regarding your responbilities?
3. Agree to provide assistance in identifying a private school and paying the children's tuition, and direct the superintendent to provide this?
4. Tell the parents that the district is providing adequate services for their children under the circumstances, and instruct the superintendent to prepare for the public hearing procedure?
5. Other ____

   ____

SITUATION #4 RESPONSE: Number 2 most preferred--though only a temporary answer!

See these excerpts from Public Law 94-142:

"In a preamble to the law, Congress states both its purpose and the facts on which it is based. The purposes are broad and bold: to assure that all handicapped children have available to them "a free appropriate public education and related services designed to meet their unique needs."

"Policies and procedures designed to safeguard the rights of parents and children must include at least the following:

a. Access to all relevant school records;

b. Prior notice to parents of any proposed change in their child's educational placement or program and a written explanation of the procedures to be followed in effecting that change;

c. All communications with parents must be in the primary language of the parents; testing of children must not be discriminatory in language, race or culture;

d. Opportunity for a fair and impartial hearing to be conducted by the State Educational Agency (SEA) for local school district, not by the employee 'involved in the education or care of the child.' At any hearing, parents have the right to be represented by a lawyer or an individual trained in the problems of handicapped children; the right to present evidence; to subpoena, confront, and cross-examine witnesses; and to obtain a transcript of the hearing and a written decision by the hearing officer. Parents may appeal the decision to the SEA and, if they are still not satisfied, may appeal the SEA ruling in court;

e. The child has a right to remain in his or her current placement until the due process proceedings are completed. If the child is just beginning school, he or she may be enrolled in public school until then; and

f. A 'surrogate parent' will be designated for children who are wards of the state or whose parents or guardians are unknown or unavailable."

- - - and more - - -

THE FOUR FUNCTIONS OF THE SCHOOL BOARD

Introduction

School board members spend hundreds of hours a year in meetings, carrying out the work of the school district. Boards spend countless hours in discussion, deliberation, and decision-making activities in a variety of areas, from setting educational goals to awarding contracts for fuel and establishing transportation routes.

While there are some variations in state laws regarding the duties, powers and responsibilities of the school board, the following four major areas are both common and typical.

- Providing for a program of quality instruction within available resources.
- Providing for management and direction of the school system.
- Providing for guidance of the school system through policy development.
- Providing for communication between the professional staff of the school system and the community served by the schools.

These are the four functions of the school board and while the board can, and often does, delegate the authority for carrying out these functions to the professional staff, it may never delegate the ultimate responsibility for them. The effective school board takes these functions seriously, and carries them out systematically.

The Four Functions: A Closer Look

Providing for a program of quality instruction

School board members are local education leaders. While the school boards are feeling the impact of powerful national trends such as teacher demands in collective bargaining, court decisions regarding special needs of minority and other children, and administrative actions of state agencies regarding curriculum and instruction, the school board continues to have tremendous responsibility for the educational program. The school board can, in effect, establish what will be taught, how it will be taught, when and where it will be taught, to whom it will be taught, and with what materials it will be taught.

The school board employs a professional staff of administrators and teachers to manage and carry out the instructional tasks. The board can and should rely upon the expertise of the staff for advice and consultation about the instructional program. The board, however, can take a leadership role in such areas as:

- Assessing and reflecting the needs and values of the community in decisions relating to the instructional program
- Developing an educational philosophy to express the present and future needs of the community and children
- Establishing educational goals that reflect the philosophic position of the board
- Initiating program development activities consistent with the established philosophy and goals
- Reviewing curriculum materials and textbooks for their appropriateness for use in the school's instructional program
- Reviewing the instructional methods and alternatives for their compatibility and effectiveness in achieving educational goals
- Initiating systematic review and evaluation of all phases of the school program, including courses, programs, student achievement, and staff inservice activities

In addition, the school board can demonstrate initiative and leadership in other areas of the educational program, including:

- Field trips
- Class size
- Guest speakers
- Homework
- Guidance and counseling
- Grading practices

Providing for management and direction

School board members are school managers. The board is a partner in the management team, along with the administrators it employs. While the board typically does not take part in the day-to-day operation at the school system, it does participate in a variety of management decisions. Among these are decisions in regard to:

- Bond elections
- Budget review and adoption
- Buildings and grounds maintenance
- Fiscal accounting
- Food services
- Negotiations
- Payroll procedures
- Personnel management
- Plant construction and renovation
- Purchasing
- Surplus property disposal
- Tax and debt management
- Transportation services

Again, the school board can rely upon the superintendent and other professional staff for expert advice in many of these decisions. Also, the board can direct the professional staff to conduct analyses, develop reports, and prepare recommendations in advance of board action.

Providing for guidance of the school system through policy development

School board members are local policy makers. The school board acts in a quasi-legislative body in establishing policies which guide the school system. When carefully designed, school board policies have the force of law at the local level. The guidance and control that the board provides through its policies are critical to the smooth operation of the school system, to giving the professional staff needed direction, and to relieving the board from hundreds of details.

Board policies are typically needed in such areas as:

- Instruction, including goals of education and programs
- Personnel (teaching and non-teaching)

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- General administration, including relations between the board and superintendent
- Fiscal and business management
- Development of the physical plant
- Community relations

Additional policies and procedures, (often called bylaws), are typically needed for guiding the board's own operations, including meetings and committees.

Providing for communication between the professional staff of the school system and the community served by the schools

Board members are spokespersons and interpreters. As elected local public officials, school board members are in a unique position to make the presence of the school felt in the community, and the community values, needs, and views felt among the professional educators. This is the fourth job of the school board.

- Communicating with the public

  Telling the school story to the public is probably one of the most crucial tasks facing school managers today. While ours is an age of public mistrust of government at all levels, the public expects to hear about and even participate in school affairs. The school board can take an active leadership role in communicating with the public, through news releases, feature stories, and provision for public participation in school board meetings. Speaking at meetings of the Grange, Civic Clubs, and the Chamber of Commerce are also effective methods of telling the school story.

- Promoting the public presence in the schools

  The other part of the communication job is ensuring that the professional educator feels the public presence and hears the points of view being expressed in the community. Again, providing opportunities for this communication in the school board meeting is one good means to this goal. In addition, utilizing community advisory committees, conducting community-wide surveys, and establishing board-staff newsletters are effective methods to promote communication.

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WHAT CANDIDATES WANT TO KNOW ABOUT BEING A SCHOOL BOARD MEMBER*

*AND WEREN'T AFRAID TO ASK

Most candidates for local school boards, like candidates for any other public office, usually have questions about the job they are seeking. Although the specific questions vary, they generally revolve around the common theme "how do I bring about the changes I want?" Over the years, the Washington State School Directors' Association has found that the following questions are those most often asked by serious school board candidates. The answers printed here are intentionally brief even though many of the questions involve extremely complex topics.

1. What gives a school board the authority to act?

   Local school districts were created by the legislature to formulate policies for the operation of school districts in order to implement the requirements of the constitution and state laws. School boards are thus agents of the state charged with administering the school functions delegated to them by the legislature. In general, boards have two types of power: (1) that which is enumerated by the legislature, and (2) that which is necessarily implied to carry out what the legislature authorizes.

2. What is the relationship between the board and the superintendent? Who makes the final decisions?

   The function of the school board is not to run the schools but to see that they are run effectively. The superintendent is the person chosen to translate the will of the board into administrative action. Teamwork and cooperation between the board and superintendent is essential. Board members should expect considerable assistance from the superintendent when developing policies, and likewise it is good practice for the board to review administrative procedures before they are implemented.

   It is the board's duty to help the superintendent work effectively and to maintain a harmonious working atmosphere. Board members should look to the superintendent for leadership, guidance and recommendations, as well as advice on sound educational procedures. Even though the board can, and often does, delegate the authority for carrying out its many functions to the professional staff, it may never delegate the ultimate responsibility for them.

3. What will be my main responsibilities?

First of all, as a school board member you must remember that you have no power or authority except that which results from participation in decisions and actions of the board in an official session. Actions, promises or commitments by individual board members are without legal basis and have no binding commitment upon the district. Also, as a board member, you are elected to represent the entire school district in all matters pertaining to education and not any one faction or segment of the district.

Basically, school board members serve as:

(1) local education leaders in establishing a program of quality instruction;

(2) school managers responsible for determining the direction of the school system;

(3) local policy makers who develop, monitor and evaluate the policies which guide the operation of the school system; and

(4) spokespersons and interpreters who serve as a communications link between the community and the school system.

4. How does a board make sure that its district operates in accord with its wishes?

One of the most important functions of the school board is to formulate and adopt sound educational policies. These policies set forth the purposes and prescribe in general terms the organization and program of a school system. They create a framework within which the superintendent and staff can discharge their assigned duties with positive direction. They tell what is wanted. They may also indicate why and how much.

5. What say will I have in deciding what is taught and which textbooks are used?

Since the decision-making authority is vested in the board and not in the individual members, you will be successful in achieving your personal goals and in implementing your personal ideas only if you can convince a majority of the members of the board that your proposals have merit. As a board member, you have an obligation to both express your views and to accept and support the board's final decisions.

The school board can establish what will be taught, how it will be taught, when and where it will be taught, to whom it will be taught, and with what materials it will be taught. A professional staff of administrators and teachers is employed by the board to manage and carry out these instructional tasks.

6. Can anyone attend a board meeting? What about teachers? When are executive sessions permitted?

All meetings of the school board are open to the public, including teachers, except when specific notice is given for an executive session. Such executive sessions are to be limited to discussion of the following:

- matters affecting national security;
- selection, acquisition or disposition of real property;
- personnel matters such as the appointment, employment or dismissal of employees or to hear complaints or charges against an employee;
- negotiations parameters;
- pending litigation; and
- quasi-judicial proceedings such as employment appeals or student discipline appeals.

Note: The purpose of an executive session must be announced prior to it. Only the announced subject may be discussed, no votes taken and no minutes kept.

7. Where do school districts get their money?

Districts receive the major portion of their revenue from the state. Most districts also receive some revenue through special programs funded by the federal government. In addition, a local board has the option of asking citizens to increase their property taxes within certain limits and for specific purposes as established by state laws.

8. Who decides how this money is spent?

The superintendent works with other staff members to draft a budget which attempts to meet student needs, obeys state laws and regulations, and stays within available district financial resources. Once the board approves the budget, the superintendent is responsible for administering and living within its limits and for seeking board approval of expenditures.

9. What is the relationship between board members and teachers?

Officially, the board is responsible for adopting policies, rules and regulations which define the responsibilities of teachers and for approving all employment contracts. Individually, board members should treat teachers, or any other school employees, in the same manner afforded all citizens of the district. They should listen to personal requests and then refer the individual to the proper authority.

10. Who hires a district's superintendent? How do you tell if he or she is doing a good job?

The selection of a superintendent is considered by many to be the most significant action a school board is called upon to take. A systematic procedure for selection may require several months of careful planning and well-organized steps in screening the best qualified candidates available to the district. The WSSDA offers assistance to directors in setting up a workable process.

A consistent and systematic evaluation process based on specific goals and criteria which actually begins with the selection of the superintendent is the most effective way to assess his or her performance. Indeed, state law requires such evaluations. Assistance in this area is also available through the WSSDA.

11. How can a board get rid of poor employees in the district? What's teacher tenure?

State laws, union contracts and local district policies spell out employment and release procedures for all school employees. Careful legal steps must be followed to remove any employee from a school district job.

Tenure is the right to continuing employment after so many years and upon meeting certain criteria. Since there is no right to public employment in Washington, teacher tenure is limited to the right to a continuing contract of employment as defined by state law.

12. Will I be involved in collective bargaining?

Since 1975, school districts have been required to bargain collectively with their organized employees. The board is responsible for setting the guidelines used by the district's representative in bargaining and all agreements must be approved by the board. The general trend is for neither board members nor the superintendent to serve on a district's negotiating team.

13. Even though I will receive no salary as a school director, do I still have to report my personal finances to the state?

Yes. School directors are required to file financial disclosure statements with the Washington State Public Disclosure Commission. These reports begin when a person becomes a candidate for a board position and continue throughout his or her term of office. For details, contact your county auditor's elections office or the Public Disclosure Commission, 403 Evergreen Plaza Building, Olympia 98504. Telephone: (206)753-1111.

14. How much time does it take to be a school board member?

As a school board member, you will be in charge of managing one of the largest businesses in your community. By accepting this responsibility, you in effect agree to attend the regular and special meetings of the board and to keep yourself informed about the numerous issues on which you will be expected to make decisions. Membership on a local school board demands a great deal of time and commitment, but it is also one of the most rewarding ways you can play an important role in shaping the future for the children in your community--and across the state.

15. Where can I get additional answers to my questions both now and after I'm elected?

Technical data and information about your local district is available from the superintendent and other professional staff. Other helpful sources for assistance are the State Superintendent of Public Instruction's office, Educational Service Districts, various professional organizations such as the Washington Association of School Administrators and the Association of Washington School Principals, and, of course, the Washingtn State School Directors' Association.

16. How is the state association financed?

The 1947 Legislature passed a law in Washington State making the association a state agency. The idea was that being a school board member was so important and growing more complex that readily available assistance should be available to all school boards, not just those who could afford to get help. They included that financing should be based on a per capita basis multiplied by the number of students enrolled in each district. This represents approximately 40 percent of present support with the remainder coming from contracts and fees for specific services requested and paid for by their districts.

SOURCES OF INFORMATION ABOUT EDUCATION IN YOUR DISTRICT, REGION AND STATE

To become better informed you may wish to make contact with:

1. The Local Superintendent:
   (Examples) Information on local district operation, financing, educational program, building maintenance, etc.; statistics re: students, costs, test results; district policies and procedures; minutes of previous board meetings; and, answers to other specific questions, e.g., negotiated contracts.

2. Local Board Members: (past and present)(esp. chairman)
   (Examples) Specific procedures of board operation and practices; issues confronting district; opinions and views re: district program.

3. The Local Teacher Association Officers/Teachers
   (Examples) Hear what teachers say about district, its goals, needs, problems, attributes.

4. The Educational Service District Superintendent for your Region
   (Examples) Types of educational services available and used by your school district; library and films on specific curriculum and/or other educational programs; interviews with staff members—special education, esp. teacher certification requirements.

5. State Office of the Superintendent of Public Instruction
   (Examples) General information re: costs of education; bus transportation; building construction or remodeling, state laws, rules and regulations; instructional and professional services; special programs; vocational/technical education; teacher and administrative salaries; etc.

6. State Association of School Administrators
   (Examples) General information on state wide administrative salaries; hiring and release practices; content of contracts.

7. State Association of School Principals
   (Examples) General information on statewide employment and salary data, job descriptions, principals' role on management team, etc.

8. State School Boards Association
   (Examples) Information on legislation, legal requirements, labor relations and negotiations services, inservice and training, communication and policy development.

State School Board Association

WHAT DO SCHOOL BOARDS DO?--WORKSHOP EVALUATION

1. Which workshop did you attend? ______________________________
(Location)

2. What was your overall reaction to the workshop? (Circle rating)

1	2	3	4	5	6	7
very low			average			very high

Comments:

3. What was most valuable to you? ______________________________

Why? ______________________________

Least valuable? ______________________________

Why? ______________________________

4. In my view, the presenter(s) for the workshop appeared to be:

a.	Knowledge of Topic	1. Extremely knowledgeable 2. Knowledgeable 3. Not knowledgeable
b.	Preparation	1. Well prepared 2. Could use more preparation 3. Poorly prepared
c.	Helpfulness	1. Very helpful 2. Somewhat helpful 3. Unhelpful

5. How did you learn about this meeting?

____ Booklet--Serving on Your Local School Board
____ Poster in county auditor's office
____ Information from local school district
____ Newspaper article (name of paper) ______________________
____ Personal letter from school board association
____ Other--Please describe ______________________

6. General comments or suggestions for improvement:

RELATED TRANSPARENCIES

SC 0

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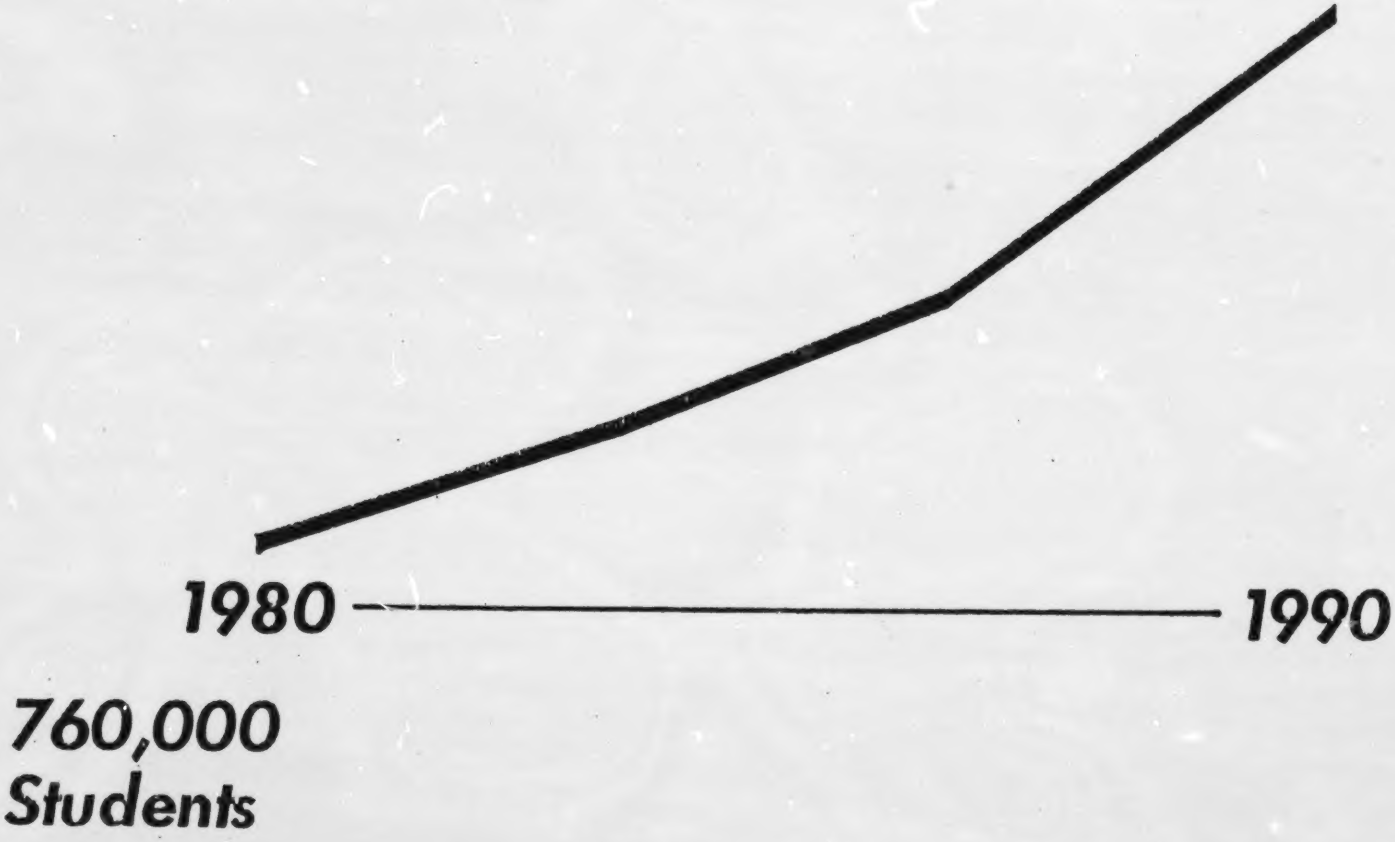
UNDERSTANDING EDUCATION IN OUR STATE

300 Local Districts

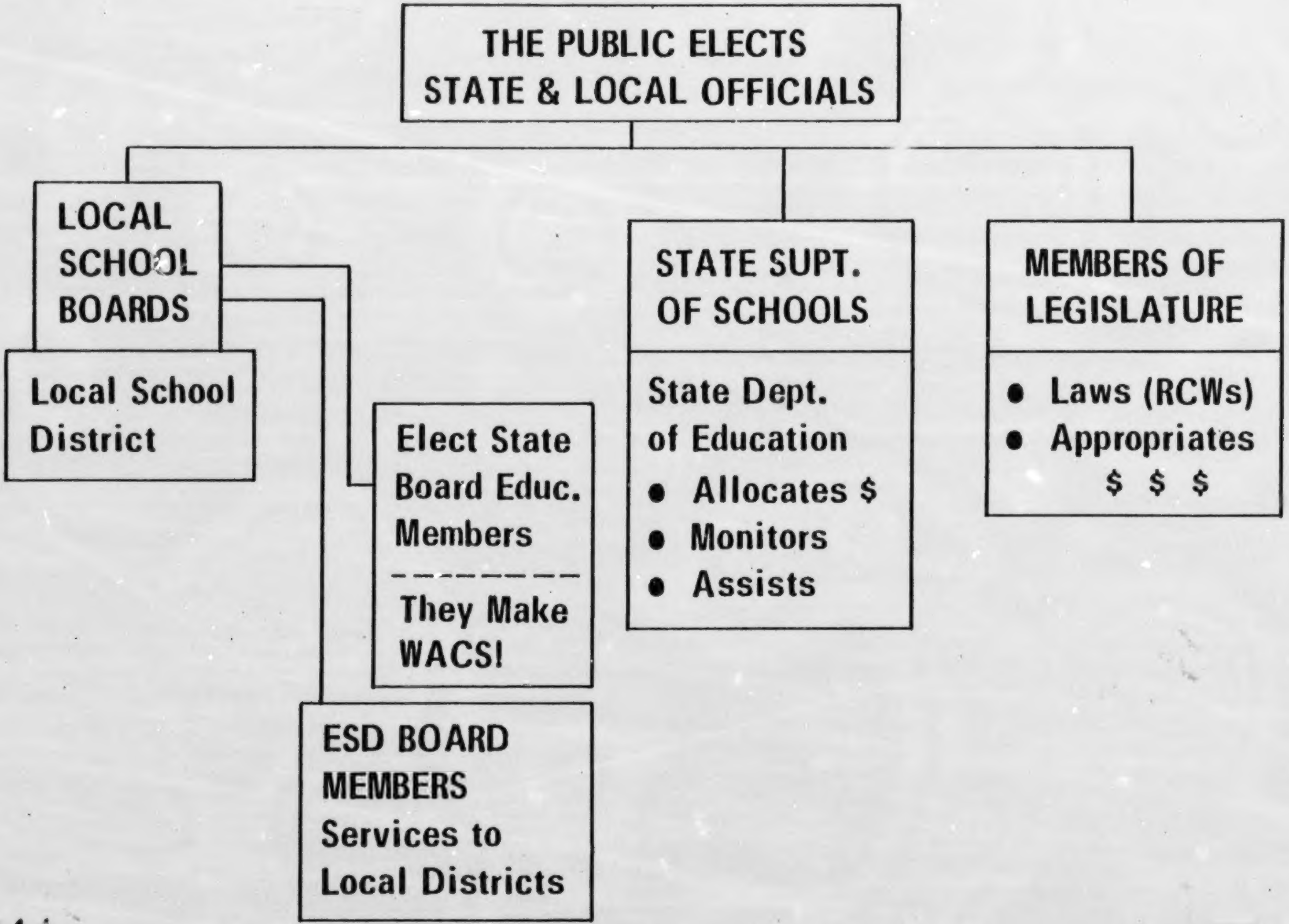
1,500 Board Members


1980
1990
760,000
Students

$2,000,000,000
Investment

EDUCATION IS BIG IN WASHINGTON

HOW EDUCATION IS ORGANIZED



THE PUBLIC ELECTS STATE & LOCAL OFFICIALS

LOCAL SCHOOL BOARDS

Local School District

Elect State Board Educ. Members

They Make WACS!

ESD BOARD MEMBERS

Services to Local Districts

STATE SUPT. OF SCHOOLS

State Dept. of Education

- Allocates $
- Monitors
- Assists

MEMBERS OF LEGISLATURE

- Laws (RCWs)
- Appropriates
  $ $ $

PROFESSIONAL ORGANIZATIONS

ENGLISH

MUSIC

READING

WIAA

ART

VOC.
EDUC.

PSYCH.

SPEECH

SCIENCE

DRAMA

SPEC. ED.

MATH

D. E.

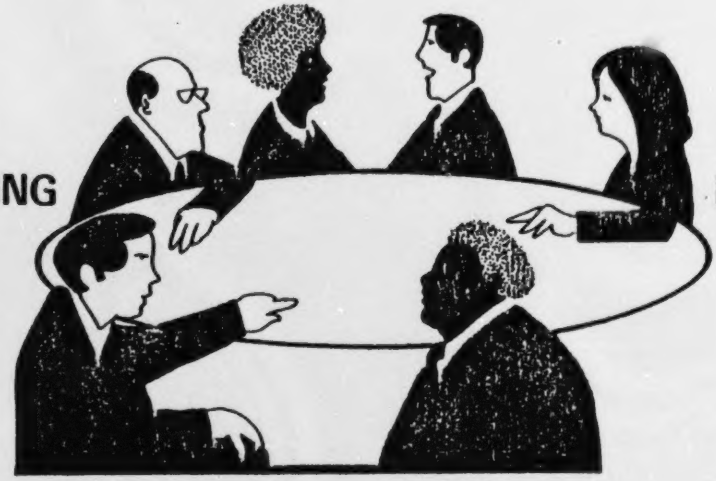
SOC.
SCIENCE

EMPLOYEE GROUPS

WEA – **Teachers**
(& AFT)

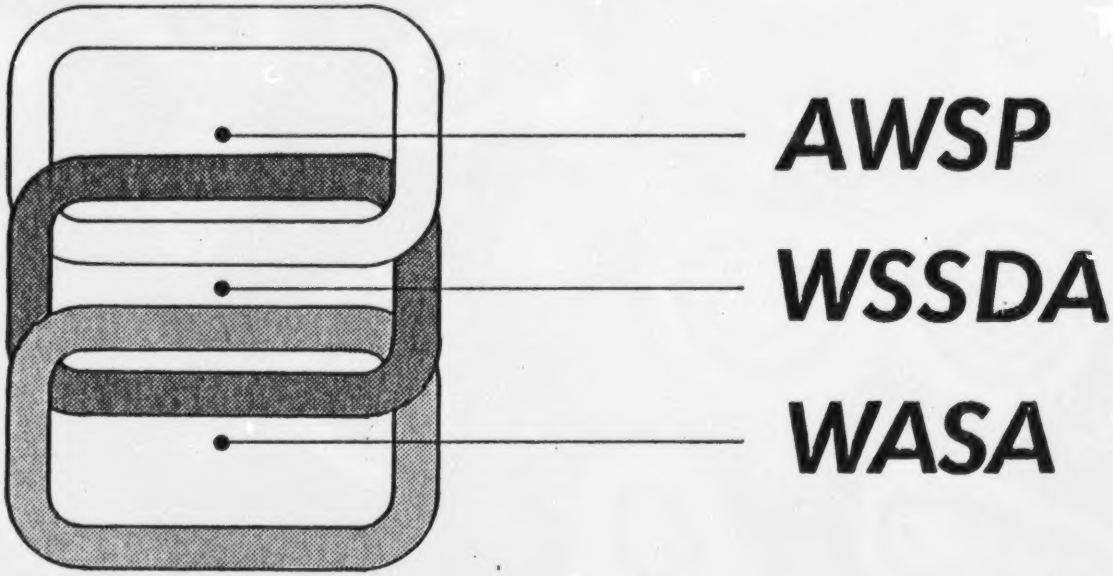
PSEA – **Classified**
(and other unions)

- -

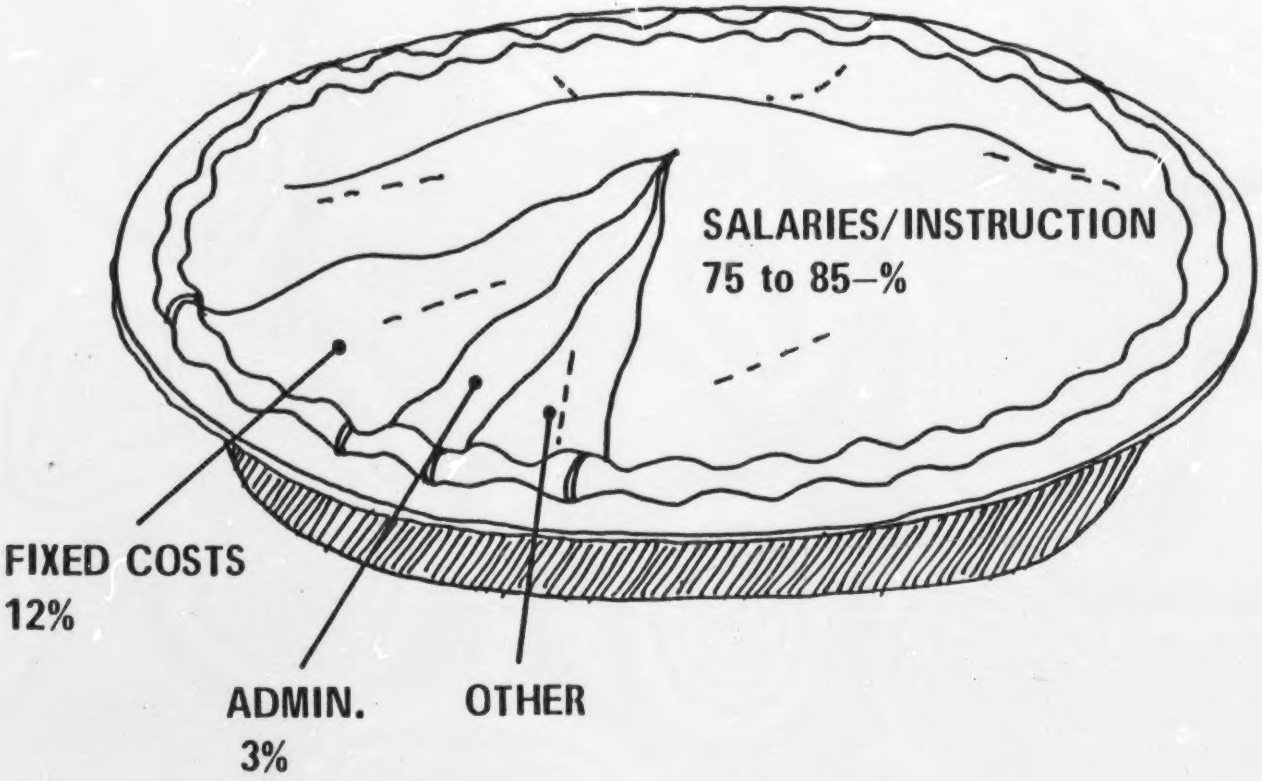


BARGAINING **REPRESENTATIVES**

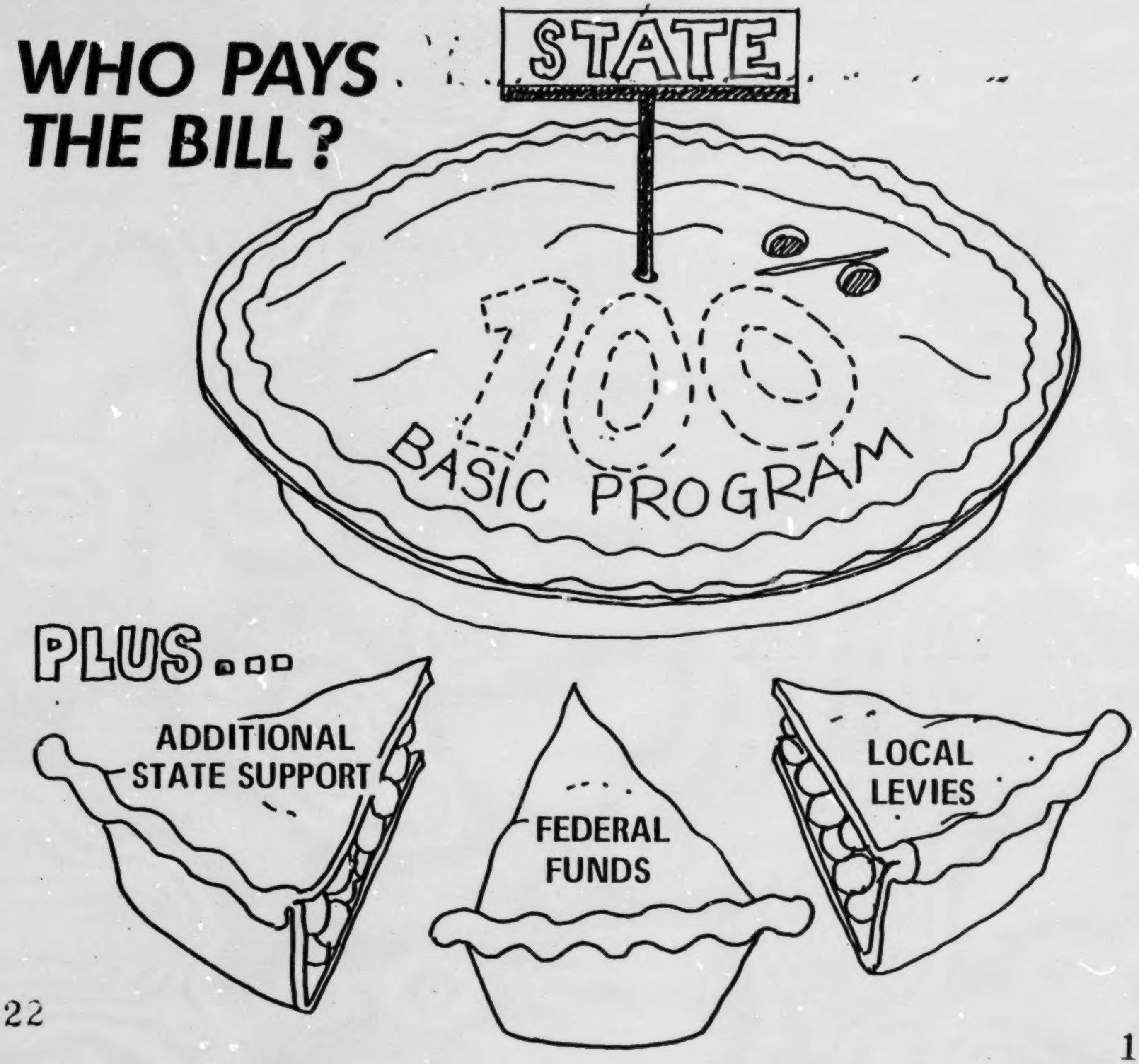
THE EDUCATION MANAGEMENT TEAM



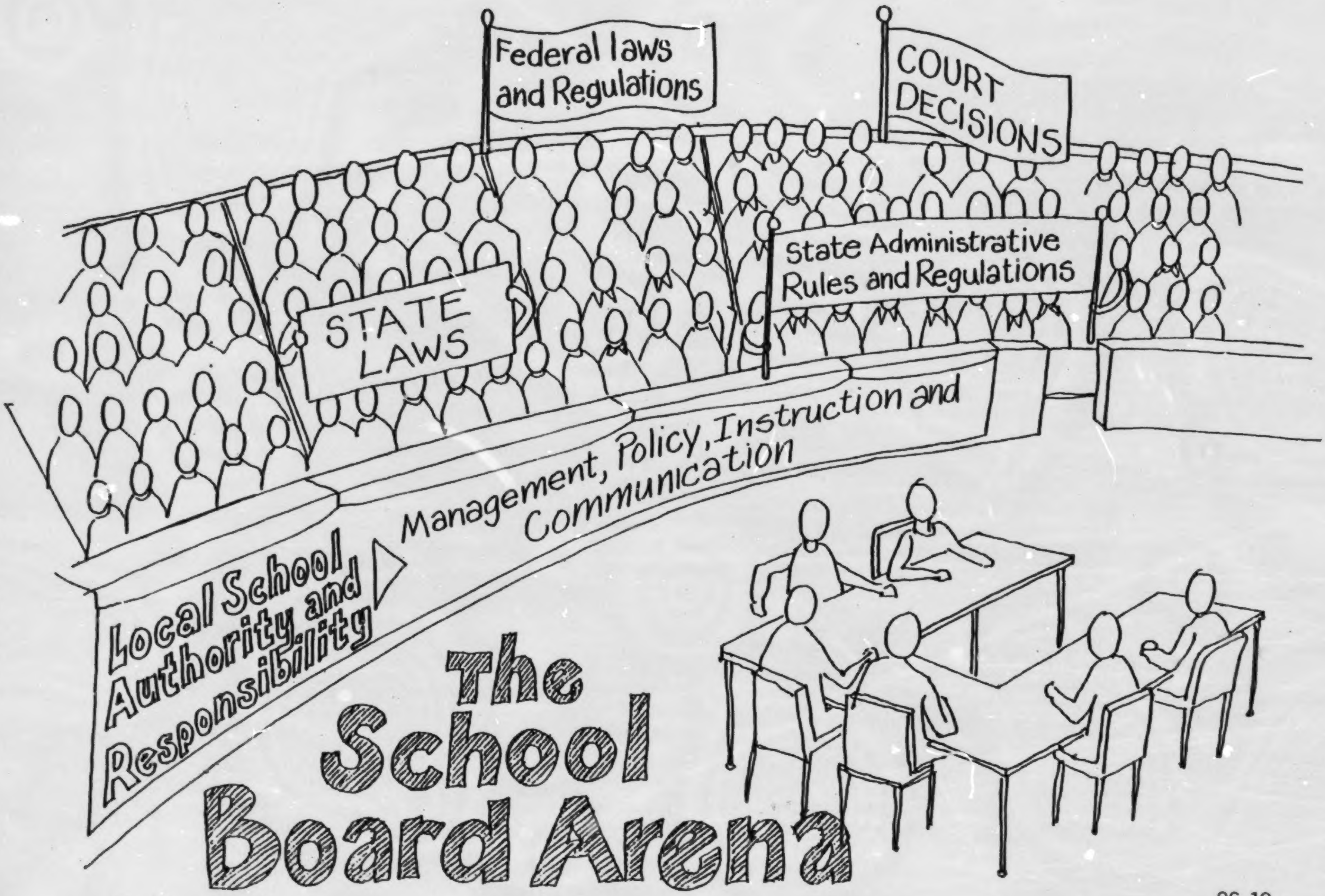
HOW THE DOLLARS ARE SPENT



WHO PAYS THE BILL?

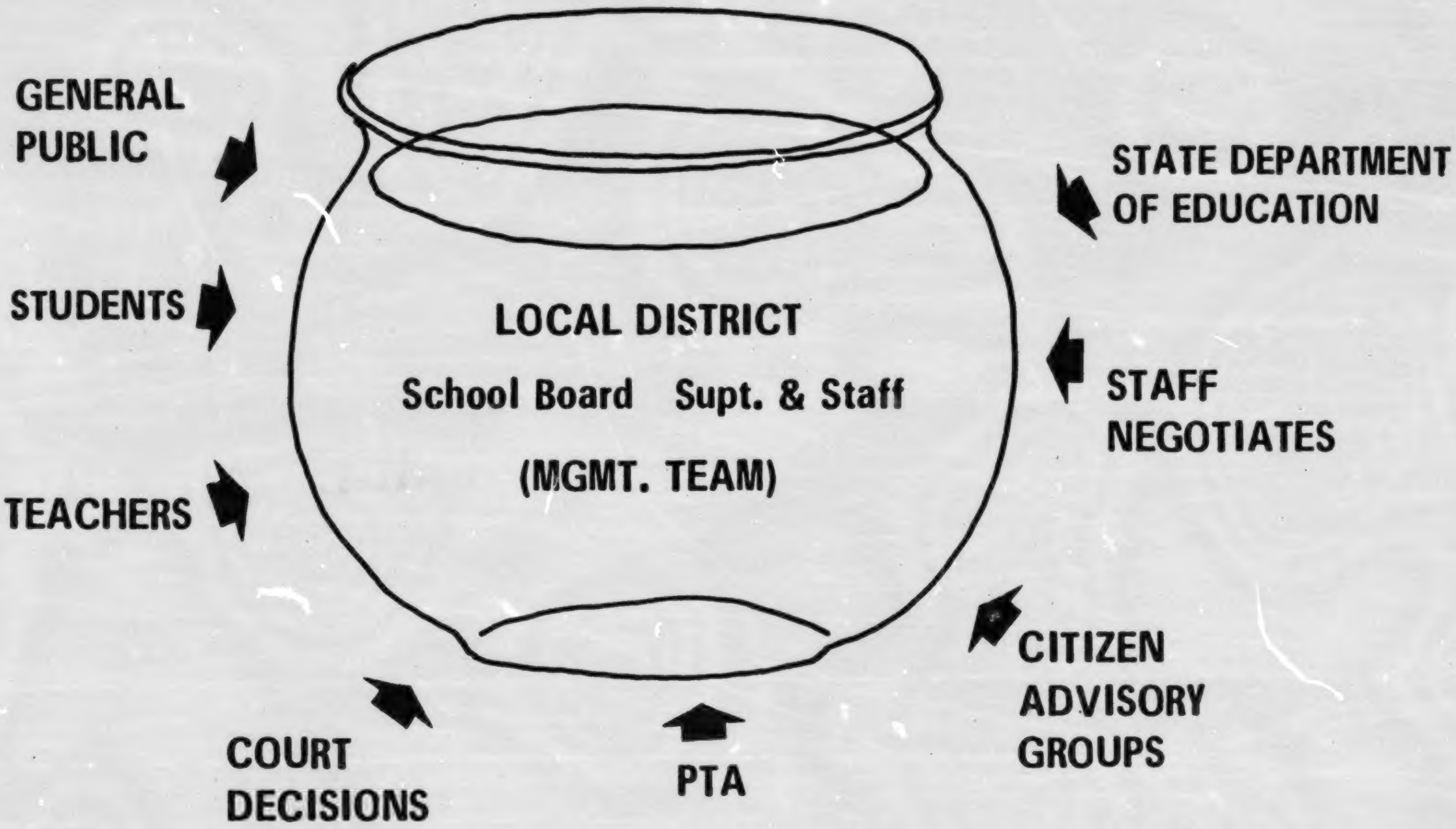


SC 11


Federal laws and Regulations
COURT DECISIONS
State Administrative Rules and Regulations
STATE LAWS
Management, Policy, Instruction and Communication
Local School Authority and Responsibility
The School Board Arena

SC 12

SCHOOL BOARDS OPERATE IN A FISH BOWL!



LOCAL DISTRICT

School Board Supt. & Staff

(MGMT. TEAM)

GENERAL PUBLIC

STUDENTS

TEACHERS

COURT DECISIONS

PTA

CITIZEN ADVISORY GROUPS

STAFF NEGOTIATES

STATE DEPARTMENT OF EDUCATION

SIMULATION EXERCISE SUMMARY

	SCHOOL BOARD	
SITUATION	FUNCTIONS	ARENA
#1 Physical Facilities	Management	District policies
#2 Testing Results	Communication	District policies
#3 Mr. Jordan –	Policy	State laws & Regulations
#4 Special Education	Curric. & Instruction	State & Federal Laws